

**THE EFFECT OF SINGLE MOTHER-PARENTING ON ADOLESCENT
DEVELOPMENT IN TANZANIA, A CASE OF LINDI MUNICIPALITY
SECONDARY SCHOOLS**

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REQUIREMENTS FOR THE DEGREE MASTER OF SOCIAL WORK**

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CERTIFICATION

The undersigned certifies that he/she has read and hereby recommends acceptance by the Open University of Tanzania research entitled, *The effect of single mother-Parenting on Adolescent's Development in Tanzania, a case of Lindi Municipality Secondary Schools*, in partial fulfilment of the requirements for the award of Degree of Masters of Social Work of the Open University of Tanzania.

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Signature

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Date

DEDICATION

I dedicate my dissertation work to my father, Mr Abdulrahman Kitutuma and my Mother, Hadija Mtika; my lovely family, especially my wife Rukia Saidi Liwanda; my children, Mohamed Yusuph, Ismail Yusuph, Hadija Yusuph and Said Yusuph, for the encouragements which pushed me to work hard on the dissertation.

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ABSTRACT

This dissertation aimed to examine the effect of single-mother parenting on adolescent development where the title of the study is The Effect of Single Mother-Parenting on Adolescent Development in Tanzania, a case of Lindi municipality secondary schools. The study is guided by three specific objectives, namely, to examine adolescent's academic performance, to explore the difference in behaviour between students from single mothers and those from dual parents and to describe the difference in academic performance between students from single mothers and those from dual parents. The study used Bowlby's Attachment theory to guide the study. The study involved 81 respondents, and a structured questionnaire was used for respondents as a method of data collection. The study collected data from respondents and analyzed data using descriptive data analysis. Findings in this study indicate that about 75% of students from single-mother parents do not have enough stationery, whereas only 25% of students from dual parents do not have enough stationery. It concluded that single mothers failed to support the academic performance of their children since they failed to pay school expenses. Also, it recognized that students from single-mother parents have unacceptable behaviors in the community than students from dual parents. This is because parents' attachment to children may develop good behavior to children through close care of parents, but single mothers seem to have little time to take care of children. They leave the child to develop their behavior, which is very risky in future, life. It is recommended that the government support students from single mothers by providing free food access to school, removing all academic expenses, and building special hostels for vulnerable groups of students from single mothers.

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LIST OF ABBREVIATIONS

| | |
|--------|---|
| MSW | Master of Social Work |
| UN | United Nations |
| UK | United Kingdom |
| US | United States |
| W.H.O | World Health Organization |
| SADC | South Africa Development Community |
| DHS | Zambia Demographic Health Survey |
| GPF | Global Peace Foundation |
| NPA | National plan of Action |
| CA | Continuous Assessment |
| NECTA | National Examination Council of Tanzania |
| PMC | Public Medical Centre |
| EAC | East Africa Community |
| GPF | Global Peace Foundation |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

| | |
|--------|--|
| UNFPA | United Nations Population Fund |
| KOICA | Korea International Cooperation Agency |
| UNICEF | United Nations Children's Fund |
| ESAR | Eastern and Southern Africa Region |

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study aimed to examine the effect of single-mother parenting on adolescent development in academic and behavioural contexts; this chapter consists of a brief introduction of the background of the problem, a statement of the problem, the objective of the study, research questions and significance of the study.

1.2 Background of the Study

The family is an important unit in society; it plays the role of a sense of belonging and family structure in adolescent adjustment, and parents remain one of the important factors influencing children's well-being (Fallesen and Gahler, 2019). Parents must teach and invite children to improve their physical health; single-mother parenting is continuing to be a major factor affecting adolescents from single mothers parent in such a way that they struggle with material hardship.

Globally, there is an emergency for single parenthood, which leads to the availability of adolescents from a single-parent family. The number of adolescent single parents increases year after year, which is interpreted as a problem is in agreement with the rapid global increase in adolescents from single parents, for example data shows that 6.8% of children around the world under the age of 18 live in single-parent household, while 19 million children below the age of 18 live with a single parent and 15 million children live with two parents (Stephanie, 2019) and the estimates of

the United Nations based on 89 countries and territory there are at least 101.3 million single mothers living with children, United Nations for Women (UN Women 2019).

In Europe, the Continent is facing the problem of children living in single-parent situations; the status of adolescents living in single-mother parenting is high all over the European Continent. For example, the data shows that in the United Kingdom (UK), 21%, Germany 12%, Ireland 14% and France, 16% of adolescents are living with single mother parents and experience the challenges of missing the presence of one side of the parent where by the situation affect adolescence and become grief (Stephanie, 2019). Single-mother parents come to be living in the difficult life of poverty because they have to spend more time in child care than economic activities; for example, about 95,000 Asian families with a single mother were living below the poverty level in the United States (Statista, 2021)

Asia Continent experience the problem of single mother parents and a large number of adolescents from single parents; the situation may affect its people in economic activities, healthcare, access to education and economic stability because the rate of adolescents living with single mother is high in rate in entire countries, for example, data shows that India 4% adolescent with single mother, Vietnam 4%, Japan 7%, and China 3% are adolescence living with single mother household (Stephanie, 2019). Most adolescents from single-parent mothers parent in Asia are financially vulnerable because their mothers don't have time to engage in economic activities. The data shows that 1.4 million single-parent families in Thailand have inadequate

monthly incomes (The Nation 2020). About 24% of white children and 16% of Asian and Pacific Islanders live with single parents (Annie Casey Foundation, 2022).

In the American Continent, the increasing status of adolescents living with single mother parents is not healthy for adolescents in their period of growing because a child should be clearly cared for by both father and mother. In America, the Continent number of children from single parents is increasing year after year. For example, the data shows that the number of children below 18 years old who lived with single mothers in 1968 was 7.6 million (11%), whereas, in 2020, it is about 15.3 million (70%). Married parents are about 51.3 million (Paul and Chanell, 2021). It is considered that 2021 data show that 64% of black children and 49% of Indians live in single parenthood (Annie Casey, 2021). In the United States (U.S.), a quarter of children living with a single parent has been rising, accompanied by a decline in marriage rates and a rise in births outside of marriage. For example, U.S. children under the age of 18 live with single parents, whereas 3% of children in China, 4% in Nigeria, and 5% in India live in single motherhood too (National Single Parent Day, March 21, 2023).

In Australia, the problem of single-mother parenting is also increasing day to day, which displays that the problem is worldwide and not in some parts of the world; in Australia Continent, the number of single mothers seems to be larger than that of a single parent because the 79.8% of single parents were female and 20% were male (Public Health Information Development Unit, 2021). The increase in the number of single parents is very high, which may result in poor economic participation due to

parents spending more time on childcare than on fiscal earnings. In this sense, data shows that about 1 million single parents in June 2022, which calculates 14.2% of all families. Single-parent families, 62.6%, about 652,300 had dependants, including children below 15 years old, which calculates an increase of 33,500, equal to 5.4% since June 2012 (Labour Force Status of Families, 2022). As single parents increase in number, the number of children of single parents increases too. For example, approximately children under 15 years old are over 1.5 million living in single-parent (Australian Bureau of Statistics. 2023).

In the African continent, the problem of single parents, especially single mothers, is present, and is still in the increase. Studies have been conducted on this issue, and one of them comes with data that shows that over 22% of women aged 20-49 years were unmarried mothers (Mutanda, 2020). Single-parent households in Sub-Saharan Africa are still increasing in number due to various reasons such as divorce, death, separation, escape and unplanned pregnancy; the data shows that Sub-Saharan Africa has about 32% of single mothers (Steve and Sofia, 2020). According to a report from the World Health Organization (WHO), single mother and their children in Sub-Saharan Africa have low access to healthcare services; this means that health service access for adolescents from single mothers is experiencing a big challenge (WHO, 2019). The data in Nigeria shows that 4% of adolescents are living with single mothers (Stephanie, 2019).

In the South Africa Development Community (SADC), there is a problem of rapid increase of single mother parents in its countries and this leads to an increase of

adolescents from single mothers. For example, in Zimbabwe, the rate of adolescents is higher as about 20.5% of households are headed by single mothers; Odimegwu (2020) in his article states that more than 15% of single mothers in Angola, Benin, the Republic of Chad, Liberia, Namibia, Nigeria, Sierra Leone and Uganda have had premarital birth three years after the first. Likewise, 15% of households in Zambia are headed by single mothers; from this survey, it can be concluded that single mothers are likely to be poor and experience financial challenges to ability to access social services to adolescents such as education, clothes and health care Zambia Demographic Health Survey (Zambia DHS, 2018).

In East Africa, the number of adolescents has increased, which has affected their academic performance, behaviour, and economic development. For example, 18% of women give birth before marriage in Tanzania and Zimbabwe and 10% in Malawi (Kiberenge, 2020). likewise, Kenya is not safe from a rapid increase in single-mother parenting, where data shows that single parents increased from 25.1% in 2009 to 38.2% in 2019 (Mbuthia, 2022).

Tanzania is among the countries that are experiencing a rapid increase in the rate of adolescents living with single mothers. The data shows that, in Tanzania, 58% of children under the age of 18 live with both biological parents, 19% live with only a mother and 6% live with only their father. Children living in rural regions of Tanzania more commonly live with both biological parents than children in urban households. For example children in rural households 60% compared to 51% of children in urban households (Shitindi, 2022). The study done in Arusha Municipal

(Tanzania) shows that those students from single parenthood comprised 36.0%, which is higher than that of students from two-parent families, 31.9% by 4.1%. Meanwhile, the students from single-mother families had a mean mark of 34.6%, while those from two-parent families had 31.9%, where the difference was 2.7% (Osore, 2018).

In Lindi Municipality, according to the National Bureau of Statistics (2022) show that Lindi Municipal males were 84078 and 90,048, which means females are larger in number than males; likewise, an estimated 34% of households were in urban (municipal) headed by females, which it justifies that female-headed households were increased more than twice compared with headed by a male. For example, the average number of people per household in a female-headed household was calculated to be 5.8 compared to 2.8 in a male household Lindi Demographic and Social-Economic Profile (LDSEP, 2016).

The quality of education seems to fall among adolescent students from certain family structures, especially single-parent families; children raised in fatherless families from infancy perceived themselves to be less cognitive and physically competent than their peers from father-present families, for example; students who experience parent separation, divorce or death of one of their parents do not always perform well or achieve this supported by there is relationship between parental involvement and student academic development (Odeyemi, 2019).

1.3 Statement of the Problem

Tanzania has a large number of single-mother parents, like other Countries in the World, it increased from 397 in 2018 to 523 in 2021(Kazungu and Byaro, 2023). Similarly, Jenifer Gilla (2024) state that divorce contributes to the rapid increase of single mothers in Tanzania. In 2019, about 442 women divorced; in 2020, about 511 women divorced; and in 2021, about 550 women divorced, and they are still increasing in Lindi municipality.

Apart from the Government made efforts to neutralise the effect of single mother parents on adolescents, such as the introduction of the Ministry of Health, Community Development, Gender, Elders and Children in 2016/17, National Plan of Action to End Violence against Children (NPA-VAWC 2017/18 – 2021/22), introduction of single mothers event such as International Widow day (2005) (WAMJW, 2018 – 2023), Formulation of Laws which aimed to protect children for vulnerability such as Law of Child Act No. 21 of 2009 which elaborate rights of children in education, protection, access to health service but the increasing of single mother parents still increases.

The steady rise in single-mother households in Tanzania, from 397 in 2018 to 523 in 2021 (Kazungu and Byaro, 2023), driven significantly by increasing divorce rates—such as 442 women in 2019 to 550 in 2021 in Lindi municipality (Gilla, 2024)—demonstrates that government efforts, including the Ministry of Health, Community Development, Gender, Elders and Children (2016/17), the National Plan of Action to End Violence against Children (2017/18–2021/22), International Widow Day

initiatives (2005; WAMJW, 2018 - 2023), and the Law of Child Act No. 21 of 2009, have not succeeded in curbing this trend or fully addressing its implications.

While these measures aim to protect children and support vulnerable families, their inability to halt the growth of single motherhood suggests a need for more targeted strategies that tackle underlying causes, such as marital instability, and provide comprehensive support economic, social, and structural to single mothers and their children to mitigate the associated challenges effectively

1.4 Objectives of the study

1.4.1 Main Objective

The main objective of this study is to examine the effect of single-mother parenting on adolescent development in Lindi Municipal Secondary Schools.

1.4.2 Specific Objectives

- i. To examine adolescents' academic performance.
- ii. To explore the difference in behaviour between students from single mothers and those from dual parents.
- iii. To describe the difference in academic performance between students from single mothers and those from dual parents.

1.5 Research Questions

- i. What is the educational performance of adolescents of single-mother parents?

- ii. What is the difference in behaviour between adolescents who are single mothers and dual parents?
- iii. Is there any difference in academic performance between adolescents from single parents and dual parents?

1.6 Significance of the Study

The government is responsible for ensuring that all citizens have access to a quality atmosphere. The study increases efforts on policy formulation concerning access to a quality atmosphere, especially for children with single parents. The study informs and guides policymakers on obstacles that hinder single mother-parents, especially in child's development, so as to formulate policies in accordance with the foreseen obstacles which may guide learning institutions on how to handle students from single-parented families. Moreover, the study findings will help to provide the ways forward that help the government and the concerned community to arrive at the desired targets for adolescent development.

The study benefited academicians as their guide and acted as a bridge to some gaps that the previous researchers left concerning the effect of single parenting on adolescents' development. The study also will add knowledge to the existing knowledge on the influence of single mother-parenting on adolescent development. Moreover, the study provides other researchers with areas for future research on related topic areas. The result of this study will project the knowledge area of phenomena to academicians. It will pave the way forward to finding a solution to the problem, formulate strategies, plan and plan towards the problem and simplify future

evaluation of the problem and performance of strategies and programs cited to the problem.

This study provides direct feedback to the community from being aware of how single mother-parented life affects adolescent development. This paves the way for influencing the community to take their responsibilities fully on supporting children in every aspect. Also, the study pinpointed the community from the rapid increase of single mother-parents to take precautions to causes of single parent and eradicate vulnerability to adolescents from single mother parenting. The study provides a wide range of community awareness towards the problem and increases sensitivity in community cooperation to the awareness programs addressed to them.

This study is very useful in the real world baseline for future researchers carrying out their studies on the effect of single-mother parenting on adolescent development and other related fields. Other researchers would use this study to conduct studies in the recommended areas for further studies and use it as a source of reference.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of the conceptualization of the concept, theoretical literature review, theoretical framework, empirical literature review, conceptual framework and research gap, respectively.

2.2 Conceptualization of the concept

The following terminologies are basically used frequently in this study.

2.2.1 Single mother parenting

According to Jeremy and Natalie (2021), Single mother parenting is one unmarried adult and all of their legal dependents under the age of 18, where those dependents may include adopted children and even stepchildren. This study defined a Single mother as a female household parent who takes primary responsibility for adolescent development.

2.2.2 Adolescent

According to the Public Medical Centre (PMC, 2018), adolescence is a transitional phase of growth and development between childhood and adulthood. Adolescence is the phase of life between childhood and adulthood from age 10 to 19 (WHO, 2023). Adolescence is a period of human growth and development that occurs after childhood and before adulthood, involving malt-dimensional change (National Adolescent Health and Development Strategy 2018-2022). This study defines

adolescents as an individual aged between 10 and 18 years; where they are divided into three stages, namely early adolescent 10 – 12 ages, middle adolescent 13 – 15 ages and adult adolescent 16 – 17 ages.

2.2.3 Causes of Single Mother

A single mother is artificial, and different factors can be determined; some of the factors are the divorce of a couple, the death of a partner, the birth of an unmarried woman, desertion, unintended pregnancy and single-parent adoption. Jeremy and Natalie (2021) defined a single mother as a mother who raises a child in their household without a partner living with them. According to this study, the following are the causes of single-mother parents that hold adolescents.

2.2.3.1 Divorce

It is a situation whereby married parents are legally separated from a relationship, which is significantly caused by single parents (Jeremy and Natalie, 2021). When parents' divorce and separate, the mother always comes to grant primary custody of the children. Although another parent may contribute services, the child is still termed household by a single mother. This study defined divorce as the ending process of a marriage relationship, which includes living distance from each other.

2.2.3.2 Death of Partner

According to the childhood bereavement estimation model, over 4.8 million children in the U.S.A. experienced the death of a parent or sibling before they reached adulthood, and this number more than doubled by age 25 to 12.7 million (Burn et al. 2020). This is among the major factors that cause single-mother parents; when the

father dies, the mother remains a single caregiver of the children, whereby children miss the roles of the father in their development. This study defined the death of a partner as a situation whereby one of two married dead and remains a single parent.

2.2.3.3 Birth before Marriage or Unintended Pregnancy

Pregnancy should be planned, and the preparedness of two couples comes to be challenged when pregnancy is conserved before marriage or the desire of the couple. When males and females differ in perceptions of conserved pregnancy, the result is single motherhood parents (Jeremy and Natalie, 2021). Birth before marriage is a situation in which a woman gets pregnant and bears a child before marriage, where this situation causes single mother parents. This study defined unintended pregnancy as the state in which a woman holds pregnant beyond her plan of time yet to bear children.

2.2.3.4 Separation

During a separation, a couple remains legally married, but their relationship is on hold, either legally or informally, due to relationship distress (Sarah, (2019). The study describes separation as one of the factors of marriage breakdown; it is a situation that approaches divorce, although not all separation falls into divorce. At this stage, married are no longer living together as a couple due to their misunderstanding, whereby their separation creates an environment of single mother parenting, and it is the starting point for adolescents to suffer from the effect of single motherhood parenting.

2.3 Theoretical Framework

This section of the literature review takes critical consideration of different past researchers and theorists on the topic or scenario. Research findings and the theory of the study are compared, which is very important in determining the theory in relation to the variables of the study.

2.3.1 Attachment Theory

This study examined the effect of single-mother parenting used Bowlby's Attachment theory; the theory was developed by John Bowlby in the 1940s and made testable by Ainsworth (1970). The theory has proven to be good for studying parental relationships with their children whereby single mother parenting family is among them. The theory is proffered since physically and emotionally available mothers spend a lot of time with their children, which are very evidence that the mother first sees children's adolescent development, and single mothers cannot be ignored.

Ainsworth identified three main attachment styles: secure, avoidant, and resistant. He then concluded that these attachment styles are the result of early interactions with the mothers (Ainsworth, 1970). Attachment theory is one of the leading theories in studying interpersonal relationships. The theory explains why parental relationships have such a powerful impact on the personality of children. Bowlby's theory of attachment tries to change family formation and relationships and increase the participation of young children in early care (Berlin, Simpson and Thompson, 2022).

2.3.2 Relevance of the Attachment Theory and the Study

Attachment theory is the leading conceptual framework for developmental Psychology and has been advanced to the study of adult attachments in interpersonal relationships. Attachment theory is relevant to a specific objective, which is to examine adolescent's academic performance. Attachment theory recognizes that the presence of a parent family may provide insurance for affording academic expenses to their adolescent because they help each other in domestic childcare and family financial earning rather than single mother parents struggling in the life of child care. For example, Jami, Florence and Elizabeth (2023) state that single mothers and those in lower and middle socioeconomic groups are particularly likely to be financially struggling.

Attachment theory is relevant to specific objective two, which is to explore the difference in behaviour between students from single mothers and those from dual parents; attachment theory recognizes that father and mother are sensitive organs in a family institution, which can contribute to shaping behavior of an adolescent but if they fail to play their roles the adolescent will have poor unacceptable behaviors. Single-mother parenting contributes to unacceptable behavior in adolescents because the mother struggles to ensure fiscal earnings while the adolescent builds his behavior (Palmer, 2023).

It is also relevant to objective three, which describes the difference in academic performance between students from single mothers and those from dual parents. Children living with single are more likely to have mental poor academic

performance due to life difficulties they face than children living with dual parents (Asia, 2019); adolescents living fatherless are much more stressed and more depressed than their children from double parents because they miss the love of their father (Lifestyle Desk, 2023), where the situation recognize good parent attachment causes contribute good school performance to children.

2.4 Empirical Literature Review

This section provides empirical reviews on the effect of single-mother parenting on adolescent development. Specifically, in academic performance, there is a difference in behavior between adolescents from single mothers and those from married parents, and there is a difference in academic performance between students from single mothers and those from married parents.

2.4.1 Single Mother Parenting to Adolescent's Academic Performance

Importantly, the World has committed to ensuring the well-being of adolescents from single-mother parenting by developing strategies to empower vulnerable groups of adolescents from single mother parent by formulating a Committee with main concerns and recommendations on implementing the child rights Conversation and positive aspects committee called Finland, France, Jordan, Sao Tomé and principle, Turkey and United Kingdom was to provide sufficient human and financial resource to effectively implementation of Non-violent Childhood action plan of 2020-2025 domestic and school environment. United Nations (UN, 2023). The United States is experiencing the problem of a rapid increase of children living with single mothers; this is because there are an increased number of single mother's day to day, which is

caused by birth before marriage, divorce, death and separation. About 23% of children live with single mothers, and the United States is higher than other countries, such as China has 3%, and India has 4% of children living with single mothers (Pew Research Centre, 2019). These children cannot have good school performance due to the stress and guilt of thinking about the absence of a father.

The problem of single motherhood faces millions of women in Africa; women face single motherhood by divorce and experience grief and loneliness, where family members should take responsibility for taking care of children and economic assistance (Borgen Project, 2022). Children growing up with single-parent mother's parent are at risk of unacceptable behaviours (Lee and Joo, 2022). This is due to mothers spending too much time in life struggling rather than taking care of children, which makes children develop their behaviour, which might be good or bad.

Parent involvement is important in children's academic performance. Children who live with their father and mother have a good chance to score high performance because the family have pretty school accommodation, which creates a good environment for studying at home and school (Gemechu et al., 2023). Students living with single mothers have a difficult academic environment because of the poor economic condition of their parents because the mother plays the role of two parents, which turns out to be heavy duty than her ability.

East Africa, Uganda experiences an increase in single mothers (Anyango, 2024). East Africa puts effort into raising the educational performance of students, which creates a chance for children living with single mothers to access good education.

Among the efforts introduced is the East Africa Community gender policy (EAC), which is based on gender and children empowerment in education and training. Its vision for 2050 is to invest in positions of education, health, and economic status (EAC, 2018). The effort paved the way for children to get a quality education regardless of whether they are single mothers or two parents.

Academically, children living with a single-mother parent have a bigger chance to drop in academic scores than peers from married parents; this is because single mothers are likely to lack parental resources (Annie Cassey, 2023; Chavda and Nisagre, 2023). Single mothers are likely to fail to afford school expenses and accommodation, which are most important in children's education development. In contrast, dual parents can afford to create a conducive academic environment for their children and score high-grade performance.

Children living with single mothers are likely to have physical health problems such as malnutrition because they do not get proper nutrition and treatment; due to poor income, children get insufficient food and nutrition as well as effective medical treatment, which makes children give up attitude in educational competition (Chavda and Nisarga, 2023). Single parents fail to contribute food to school, which makes their children stay hungry while peers from dual parents get food; it is not a friendly environment for children; hence, children may give up academic competition.

In Tanzania, the effort to reduce the academic challenges of an adolescent by adopting various programs aimed to empower single mothers to fulfil school accommodations for their adolescents because being a single parent is twice the

work, twice the stress, twice the tears and twice the hugs and to empower single mother is to empower adolescent, in the country's southernmost regions, Lindi, Mtwara and Ruvuma are poverty and poor in education sector lead to a high drop to school performance, Global Peace Foundation (GPF, 2023) where this effort directed to right place due to poor academic performance of Lindi Region.

Tanzania takes care of various projects aimed at providing educational assistance to adolescents where the United Nations Educational, Scientific and Cultural Organization (UNESCO), in partnership with UN Women and United Nations Population Fund (UNFPA), undergo project implementation of empowering adolescents from education in Tanzania. Korea International Cooperation Agency (KOICA) is among the agencies from the Government of the Republic of Korea which provides educational assistance to adolescents in Tanzania districts such as Kasulu in Kigoma, Sengerema in Mwanza, Ngorongoro in Arusha and Mkoani Pemba in Zanzibar (UNESCO, 2020). Nevertheless, all initiatives were taken by the Tanzania Government to ensure adolescents have good academic performance, but they experienced failure, mostly adolescents from single mother parents.

2.4.2 The Difference in Behavior between Students from Single Mothers and those from Dual Parents

In the United States, single parents are recognized as a problem, and it is rapidly growing than any country worldwide, where about 23% of children are headed by single parents (Pew Research Centre, 2019). There are about 14.84 million single mothers and 6.6 million single fathers (U.S Census Bureau, 2020). According to

Annie E. Casey Foundation (2022) recognized that about 23 million children living in single-parent and poor-parent attachments may fall children into depression and grief than children from dual parents. Children from single mothers are at risk of behavioural unacceptability to the community due to poor parent attachment.

Single mothers are considered to live in poverty condition due to few times engaging in economic activities because she has to play as caregivers to children; due to having less time to engage in economic activities, they find it difficult to be employed. Due to the poverty of the family, children may survive to lubricate life difficulties that they may engage in sexual behaviour at an early age, which risks girls getting pregnant; children come in vulnerable to exploitation, whereas girls from single mothers are six more likely to become pregnant as a teenager (Palmer 2023).

Children living with single mothers develop negative attitudes and feelings about themselves, and they normally compare themselves with children of two parents. Where they become sad and grieve, which leads children to engage in theft, substance abuse, alcoholism, army labour and street children (Chavda and Nisarga, 2023). Therefore, single mothers remain the catalyst of the negative behaviour of the children they care for because children pass through a difficult period of growing up in a single-mother environment, which is not friendly to child development.

Children living with single mothers are likely to join in crime, have a poor attachment to their mother, and share behaviour with peer group friends and those above their age. This type of friend has strong power to shape a child's behaviour. If

friends commit crimes, the children will develop the criminal behaviour of their friends and be punished by the court as prisoners or other punishment. Children living with fatherless families are likely to join gangs and mostly suffer in prison (Hayward, 2024). Therefore, single mothers may risk the development of children in a behavioural context.

Behaviour consequences in single-mother households become an issue for children due to the life challenges they experience, as well as truancy and discipline problems, which turn into difficulty in social interaction and academic development (Dad Perfectionist, 2023). Children living with single mothers have negative behaviour due to difficulties faced by them. They have poor nutrition, clothes and medical services, which makes them not to focus on their future. Then, children from married parents are likely to have more time to plan their future due to the minimum life difficulties they experience.

In Africa continents, data shows that over 22% of women aged 20-49 years were unmarried mothers (Mutanda, 2020); in Uganda, the rate of single mothers is increasing and considers a problem because, in 2020, single mothers were 20% in 2023 they increase to 30% (Writer, 2023), the increase has a negative effect to adolescent development in behaviour carrier regarding single mother parent have to divide time of care children and engage in fiscal earning as a result much time mother spend in fiscal earning activities than investing child's behaviour development. Single-parent households in Sub-Sahara Africa are still increasing in number due to various reasons such as divorce, death, separation, escape and

unplanned pregnancy; the data of Sub-Saharan Africa has about 32% of single mothers (Steve and Sofia, 2020). A Single mother finds themselves under tremendous pressure of loneliness that they drop to psychological, social and financial challenges that they have no time to deal with children; thus, children they lonely survive in building self-esteem (Dwumoh, Narh and Dongoyo, 2024). Single mothers fail to spend much time caring for and ensuring they shape their child's development in a behavioural context that can be acceptable to the community.

Efforts continue to be taken by the United Nations Children's Fund (UNICEF) to adolescents and young adults in the Eastern and Southern Africa Region (ESAR) to combat adolescent challenges in their sexual and reproductive health and rights, including vulnerability to HIV infection, sexually transmitted infections, unintended and safe pregnancy because the adolescent is a group preparing to the adulthood which characterized by testing attitude (UNICEF, 2023). This is to ensure challenges facing children living with single mothers are solved to ensure children's health insurance like children of two parents.

Tanzania made an effort to ensure behavioural development for adolescents by establishing a social work department which works under the umbrella of the Ministry of Health Community Development, Gender, Elders and Children. (Government notice no.144, 2016). To ensure positive development, the government has formulated a Juvenile court, which will deal with hearing adolescent cases, and it precedes the case regarding the importance of child development rather than punishment (Law of Child Act, 2016). The effort made by the Tanzania government

aimed to reshape children who have negative behaviours so that they cope with social acceptability and create a good new generation (Morin, 2021).

2.4.3. The Deference of Academic Performance of Adolescents from Single Mothers and Dual Parents

There are about 1.8 million single parents with dependent children in the world, where about 13% of single parents live in London, 12% in Northwest England, and 10% in West Midland. The data shows that the high cost of living has made it difficult to access services, especially for single parents and their children, which the situation causes stress, feeling overwhelmed and anxiety due to their financial situation (Dixon et al., 2023).

Sub-Saharan Africa is estimated to have adolescents, about one-quarter of the population, who grow up in urban environments. Still, they face challenges of academic and health support due to financial vulnerability, including adolescents of single mothers (Sachin, 2023). In United Republic of Tanzania are about 12.0 million (24%) of the total population of 54.2 million people. Adolescents faced challenges of social welfare access, including education and health services access as Ruby and Clery (2023) state that single mothers and those in lower and middle social-economic groups are particularly likely financially struggling.

Single mother carries a heavy responsibility to take care of children. At the same time, her economic status is poor due to less time spent engaging in economic activities due to failure of fiscal earnings, which causes them to fail to afford school accommodations for their adolescent as Chavda and Nisarga (2023) state that single

parents are often overburdened with the responsibilities of two parents, face social stigma and lack social support. As a result, they have difficulty spending time with their children; hence, these children have poorer academic performance than those from two parents.

Fathers and mothers are good catalysts of good school academic performance due to their good combination of supervision and cooperation in collecting and providing school accommodation to their children. Data from research conducted at West Shoa Zone in Ethiopia shows that 19% of single parents do not actively participate in guiding and advice their children at home, 67% of parents have medium academic participation at home, and 14% of parents have good involvement in academic status at home with their children (Gemechu, 2023). Therefore, the father and mother have a strong participation in the academic performance of their adolescent (Chibuike, 2023).

Students living with single mothers face material hardship, which affects academic performance; they live with food scarcity, stationery and school uniforms. Missing these academic needs may lead to students from single mothers feeling inferior to students from two parents and losing school concentration, which leads to poor performance. The situation can be termed as a risk to children because living in material hardship contributes to school dropout and poor academic performance (Annie Casey, 2024).

Poverty is among the challenges facing single mother parents; they lack food, shelter and clothes and are unemployed because they have less time for economic activities

while they should divide time between taking care of children and economic satisfaction. One of the biggest challenges to single-mother parents is financial instability (Joyner, 2023). Married parents have a wide range of taking care of children and engaging in fiscal earning activities because they help each other with family responsibilities. Single parents are also more likely to have poverty conditions than married parents (Annie Casey, 2024).

Children living with single mothers are likely to have mental instability due to life difficulties they pass through; living with fatherlessness is much guilt, stressful and depressing when compared with their fellow children on double parents because they miss the love of their father (Lifestyle Desk, 2023). This guilt affects thinking capacity in the classroom due to poor class concentration, which leads to poor academic performance. Student living with married parents has mental flexibility because they have no psychological disturbance.

Most adolescents raised in single mothers are likely to experience life challenges that impact academic development, well-being and reliance, which are the psychological foundation of child development (Samta, 2023). Children living with single mothers are more likely to have negative psychological effects that affect their academic progress than children living with two parents who have stable and healthy psychology, which motivates them to have high academic scores.

Children living with single mothers may have emotional and behavioural health challenges, which cause children to have risky behaviours such as school dropout, school suspension or theft (Annie Casey, 2023). This situation is not friendly to

academic performance, which is quite different with children from married parents who have happy and positive thinking on academic issues regarding good support they observed from their parents make them study harder and score high school performance.

2.5 Research Gap

This study aimed to disclose the effect of single-mother parenting since the community is not aware of it and the motives behind solving the problem (Kyala Green (2020). Reviewed literature concentrated much on the causes of single mother parents (Ali and Soomar, 2019), the challenges and effects of being single parent (Smith, 2022: Khan, Jakaria, Jhuma and Miah, 2022) and empowering single mother parents (Topimin, Hasan, Fabeila and Lim, 2022). These studies don't discuss how much children are affected by single parents; there is a need to examine the effect of single-mother parenting on the behaviour acceptability and educational performance of adolescents, which is why this study has filled the void.

2.6 Conceptual Framework

The conceptual framework displays the diagrammatic presentation of the relationship existing between variables used in this study. The framework focuses on the effect of single mother-parenting on adolescents' development. In this study, single-mother parenting was independent; adolescent development was dependent. Family structure is an intervening factor which links family stability to the development of the child during adolescence; poor parenting leads to poor development of adolescents, Institute of Family Studies in the United States (Nicholas Zill and Brand Wilcox,

2022). This means that child control, even if mothers have wealth, leads to hardship during a child's adolescence development, and the relationship between children and mother is an important step towards a child's adolescence development; the conceptual framework for this study is shown in Figure 1.

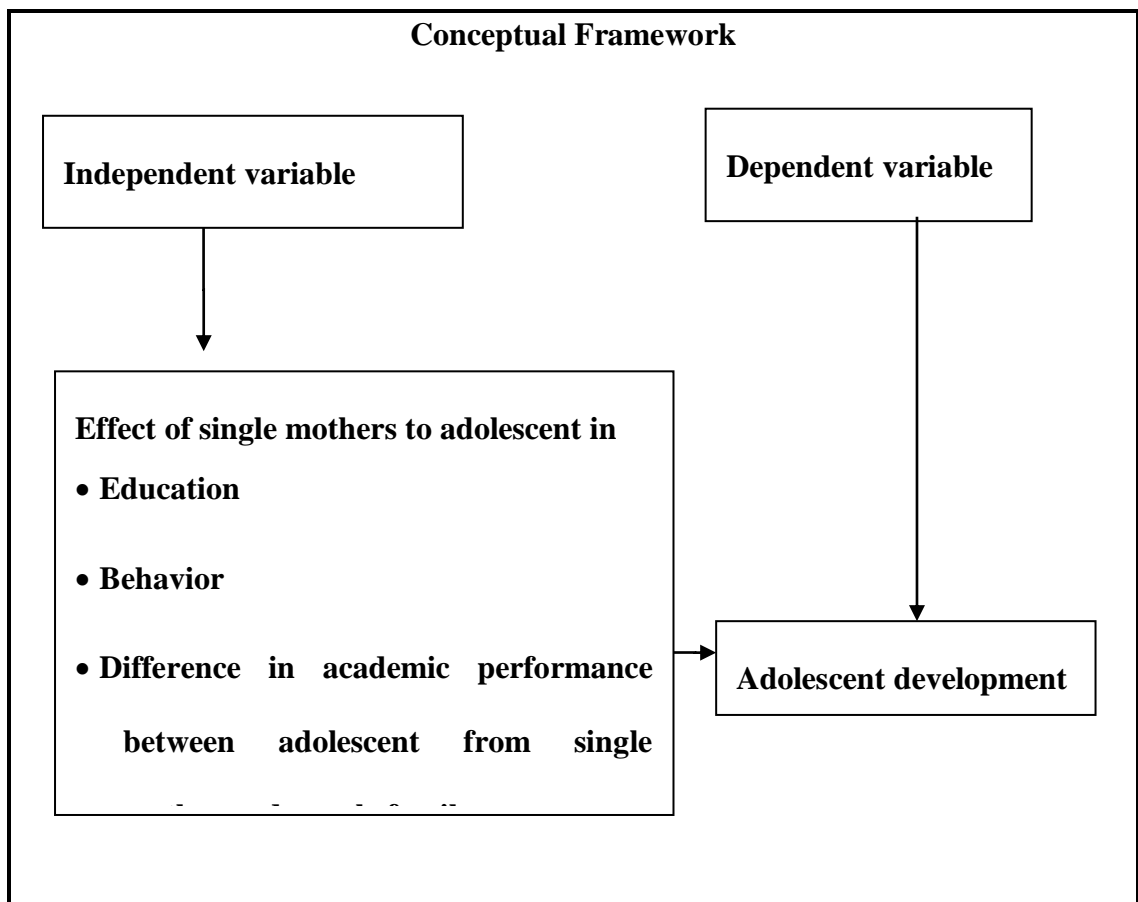


Figure 2.1: Variables

Source: Researcher Own Construct (2024)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter identifies the methods used in this study, research strategies, survey population, area of the study, sampling design and procedures, variables and measurement procedures, data collection method, data processing and data analysis and ethical issues.

3.2 Research Philosophy

It is the set of beliefs, assumptions and principles that underlie the way we approach the study, or it reflects what sort of knowledge and insight the beliefs can realistically gain by undertaking the research project (Jansen, 2023). The researcher applied positivism to this study.

Positivism is an approach which applies quantitative data to research findings; this approach prefers to collect quantitative data using objective research methods such as closed questionnaires, structured interviews and experiment, and by using quantitative data, positivists argue that they are able to address cause and effect which determine human behavior (Mcleod, 2023). The effect of single-mother parenting on adolescent development is a sensitive issue to study so that it can pave the way to shape and prepare them to be good human resources in their adulthood.

3.2.1 Research Design

The study applied a cross-sectional design because it supports obtaining data at a single point in a time. The design is simple, clear, and friendly to this study since it allows the collection of data from a large pool of subjects and allows comparisons between groups. Respondents in the study were able to provide reliable data on the effect of single-mother parenting on adolescent development at one point in a time. Also, the design was friendly to time and cost-consuming, which helped the researcher to afford the financial and time resources required to complete the study.

3.2.2 Research Approach

The researcher applied a quantitative research approach to collect, analyze, and interpret data so that it could quantify the problems as well as understand their extent and result so as to project them to a large population. This approach is classified into two types, namely, the primary quantitative research method, where data is collected directly by the researcher and the secondary quantitative research method, where the researcher collects data from existing data (Sreekumar, 2023).

3.3 Study Area

The study was conducted in Lindi Municipality, which is among the six councils of Lindi Region in Tanzania; Lindi Municipality administrative carrier has 174,126 population, 3,665km² area, 47.52/km², 2.1% annual population change and 20 wards (Brinkho, 2023). According to the National Bureau of Statistics (2022), Lindi Municipality, males numbered 84078 and females 90,048 (58360 children included). That means Females are larger in number than males; likewise, the estimate is that

females head 34% of households in urban areas. A large number of households are single mothers, and their children are still students. They are faced with material hardship; as Chavda and Nisarga (2023) state, single parents are often overburdened with the responsibilities of two parents, face social stigma and lack social support. Global Peace Foundation recognized that Lindi, Mtwara and Ruvuma are poor and poor in the education sector, which led to a high drop in school performance (GPF, 2023).

3.4 Population of the Study

According to the population and habitats census conducted in October 2022, Lindi Municipality has 22,623 total populations in the description of Mchinga Ward 7856 and Ng'apa Ward 8426, Chikonji Ward 6341 population (Tanzania National Bureau of statistic, 2022). The targeted population of the study were adolescents from three secondary schools in three wards, which are Ng'apa Secondary School (Ng'apa ward), Mchinga Secondary School (Mchinga ward) and Chikonji Secondary School (Chikonji ward) in Lindi municipal council.

3.5 Sample Size and Sampling Procedures

Sampling is the process of taking a portion of people to represent the population of a given area of study (Adeoye, 2023). The sampling procedure is processed, which a researcher employs to come up with a sample used to test the variable; such a process identifies the target population, sample frame, sampling method, and sample size (Gimino, 2023).

3.5.1 Sampling procedures

It is a method of sampling that involves the division of a population into smaller subgroups known as strata (Hayes, 2024). The study involved stratified random sampling and purposive sampling to meet the study's achievements. Purposive sampling is selected because the study sometimes needs respondents with characteristics regarding professionals such as social workers and teachers; therefore, the study sampled by dividing the population into smaller groups.

3.5.2 Sample Size

According to the National Examination Council of Tanzania (NECTA, 2022), in final examination results from three secondary schools of three wards in Lindi Municipal Council, the following are schools that failed in the final form four examination: Ng'apa Secondary School total students set in the examination were 77, Mchinga Secondary School were 83, and Chikonji Secondary School were 87, the total students set in National examination were 232. The study aimed to compile three teachers, 24 parents, and three social welfare officers; therefore, the total is 277, and the sample-determined formula was used as proposed by Kathori (2004).

$$\left[n = \frac{N}{1 + N(e)^2} \right]$$

Where N = population of sample (total households).

n= size of the sample (portion number of households).

e= is a probability of error (0.05). Therefore;-

$$\begin{aligned}
 n &= \frac{277}{2} \\
 &\frac{1 + 277 (0.05)^2}{2} \\
 n &= \left(\frac{277}{1.6925} \right) \\
 n &= \frac{163}{2} \\
 N &= 81
 \end{aligned}$$

The sample size of the study is 81

Regarding the fact that the researcher can't carry all adolescents in Lindi Municipal Council due to time and economic difficulties, the study selected 81 respondents, including adolescents from single mothers and two parents. Sample helped to answer different phenomena, such as the effect on education and behavior.

3.6 Inclusion and Exclusion Criteria

It is the characteristics that the researcher uses to get respondents who will be involved in the study and those who cannot be included (Nikolopoulou, 2022). The study included adolescents and parents in objective one, which was to examine adolescents' academic performance; this objective excluded adolescents who were not students. In objectives two and three, the study included Teachers and Social workers so that they could react to academic progress and behaviour development.

3.7 Sample Distribution

It is a probability distribution of a statistic obtained from a larger number of samples drawn from a specific population (The Investopedia Group, 2024). This study defined sample distribution as a concept used in statistics to divide sample size into

criteria. About 81 respondents were distributed among four adolescent groups, including social welfare, teachers, and parents, as distributed below.

Table 3.1: Shows the sample distribution of respondents

| Categories of population | | Target population |
|--|---------------|-------------------|
| Students | Single Mother | 24 |
| | Two Parents | 24 |
| Social Welfare Officers (Lindi Municipal) | | 3 |
| Teachers of Ng'apa, Mchinga and Chikonji secondary schools | | 6 |
| Mother parent | | 12 |
| Two Parents | | 12 |
| Total | | 81 |

Source: Field Data (2024)

3.8 Methods of Data Collection

These are techniques and procedures for gathering information for research purposes (Adi, 2024). This study defined the procedures that the researcher used in the data collection process. The study used two types of data, primary data and secondary data, because they provide accurate information, are economical, and are time-saving. When researchers intersect primary and secondary data, they come to answer findings effectively. The study used a questionnaire as a method of data collection.

3.8.1 Secondary Data

Secondary data refers to information which has been gathered by someone other than the user (Chris, 2023); this study defined as a research method used to collect written

documents (data); secondary data are cheap, easy to trace, and saves time, information from secondary data haven't affected by emotional, mood or perception of the respondent.

3.8.2 Primary Data

It is the process of gathering data directly from a first-hand source (Marta, 2022). this study is defined as data in which the researcher collects data from the respondents for the first time to answer research questions, or is the data collected directly from respondents which comes to answer research questions?

3.8.3 Questionnaire

The questionnaire is a research question that a study, through its thesis statement, aims to answer the findings (Imed, 2024). This study was defined as a research instrument that consisted of a set of questions aiming to collect information from respondents. The questionnaires were applied to all three objectives, where the researcher prepared questions for respondents to answer in their area of knowledge; the questionnaires were targeted to be answered by teachers, social workers, students, and parents.

3.9 Validity

The validity of the research is used to determine the accuracy of the study; it also measures the quality of research through its findings (Carroll and Good friend, 2023). This study is valid because single-mother parents are a problem that is still increasing and affects children due to material hardship (U.S Census Bureau, 2022:

Dixon et al., 2023). In March 2024, the researcher collected data in Lindi municipality for a valid sample.

3.10 Reliability

Reliability is a concept that describes how a study can be replicable. The research can be repeated, and the same result found is considered reliable by time or samples (Carroll and Good friend, 2023). In March 2024, Lindi municipality reviewed methodological tools and procedures.

3.11 Data Analysis and Processing

It is the process of analyzing raw data in order to draw out meaningful, actionable insights in interpreter testing in research practice (Stevens, 2023). It involves actions and methods performed on data that help describe facts, detect patterns, develop explanations and test hypotheses. The study collected data from respondents and generated it into a quantitative form, where the researcher in the study processed and analyzed data using descriptive data analysis; it provides a conclusion about the distribution of data, supports detecting errors and lets the researcher spot patterns between variables that prepare to future analysis.

3.12 Ethical Consideration

It is a standard of right and wrong that prescribes what a human being is supposed to do. During the period of research, the researcher should be aware of and apply research ethics, including having a clear letter of introduction from Open University, which will help to be accepted by respondents and gate cooperation. Apart from the

latter, a researcher should consider cultural diversity, respect the dignity and worth of the person, informed consent and abusive behaviors. It is important to be aware of ethical principles in order to protect the dignity, rights, and welfare of the research.

3.13 Confidentiality

It is a state where the researcher kept secret data collected from respondents. The researcher should agree with respondents about the confidentiality of their information, including avoiding writing their names in the questionnaire before the given question, as it contributes to the freeness of respondents in answering questions. All information collected from respondents was kept confidential even years after the study.

3.14 Informed consent

This is full information given to respondents and other participants about the field of study before entering in research practice. The researcher should brief respondents and seek voluntary participation, as well as how the study will be conducted and for how long; the brief should be clear and concise, which removes internal doubt about the purpose of the study. Participants should not rely on commercial attitude, and if respondents refuse to answer the question, they should not use force.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Overview

This chapter displays data analysis and discussion of the findings based on the specific objectives of the study, intended to respond to three objectives, namely to examine adolescent's academic performance, to explore the difference in behaviour between students from single mothers and those from dual parents and to describe the difference in academic performance between students from single mothers and those from dual parents.

4.2 Demographic characteristics

This study responded by 81 community members in such a way that 48 students from Mchinga, Chikonji and Ng'apa secondary School regarding parental status where twenty-four from single mother parent and twenty-four from two parents, twenty-four parents of single and two parents, six teachers from above secondary schools regarding academic and discipline masters and the Social Welfare Offices of Lindi Municipality. 54.32% were respondents aged between 16-25 years old, 59.25% were students, 14.81% had primary education, 6.17% were bachelor's degrees, and 2.46% were illiterate. In this study, data is presented in a cylinder chart because it is clear and easy to interpret.

Table 4.1: Demographic data of the Respondents

| Categories | Details | Number | Percentage |
|-------------------------|--|--------|------------|
| Total Respondents | Community members | 81 | 100% |
| Students | Total students (Mchinga, Chikonji, Ng'apa) | 48 | 59.25% |
| | - From single-mother parents | 24 | - |
| | - From two-parent households | 24 | - |
| Parents | Total parents | 24 | 29.63% |
| | - Single parents | (12) | - |
| | - Two-parent households | (12) | - |
| Teachers | Academic and discipline masters | 6 | 7.41% |
| Social Welfare Officers | Lindi Municipality | 3 | 3.70% |
| Age Group | 16 – 25 years old | 44 | 54.32% |
| Education Level | Primary education | 12 | 14.81% |
| | Bachelor's degree | 5 | 6.17% |
| | Illiterate | 2 | 2.46% |

Source; Field Data (2024)

4.2.1 Respondent by age

The study involved a total number of eighty-one (81) respondents, where 7.4% were respondents aged between twelve and fifteen, 54.32% between sixteen and twenty-five, 11.11% aged between twenty-six and thirty-five, 18.52% aged between thirty-six and fifty and 8.64% aged fifty years old and above. The result is that the large group of respondents was aged 16-25 (54.32%), and the small groups were aged 12-15 (7.4%).

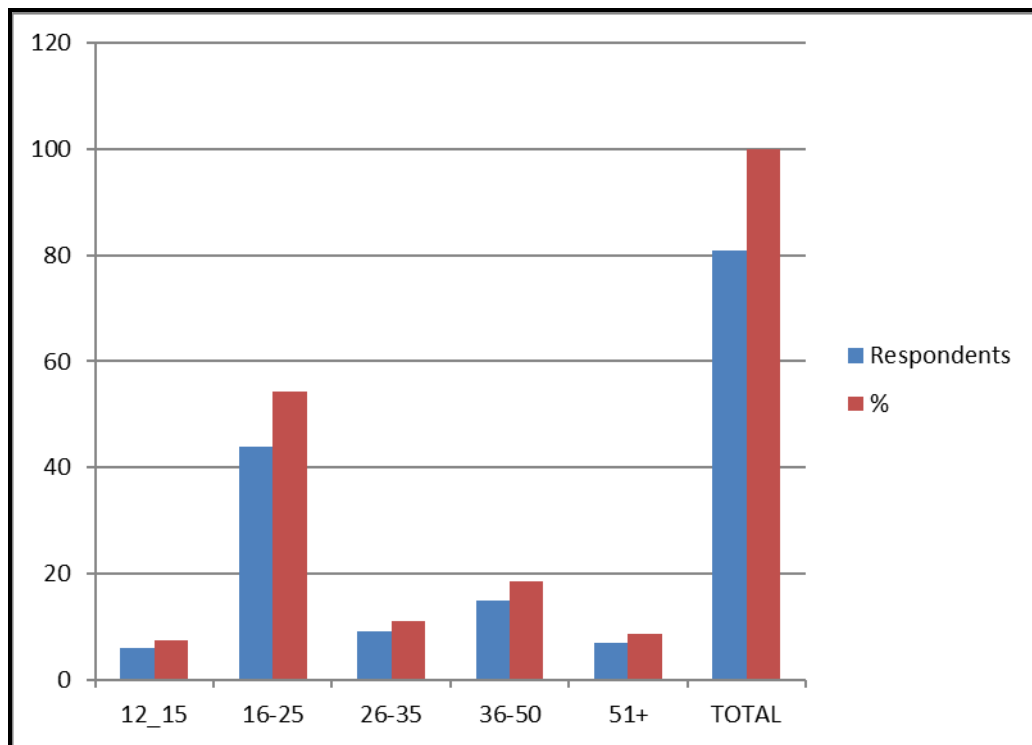


Figure 4.1: Showing Age of Respondents

Source: Field Data (2024)

4.2.2 Respondents by Sex

Two distinct categories of male and female existed in this study, where about 38.27% were male and 61.72 were female in total 81 respondents participated in this study. This means that both sexes responded to questionnaires, which proves that no element of bias was observed in the study.

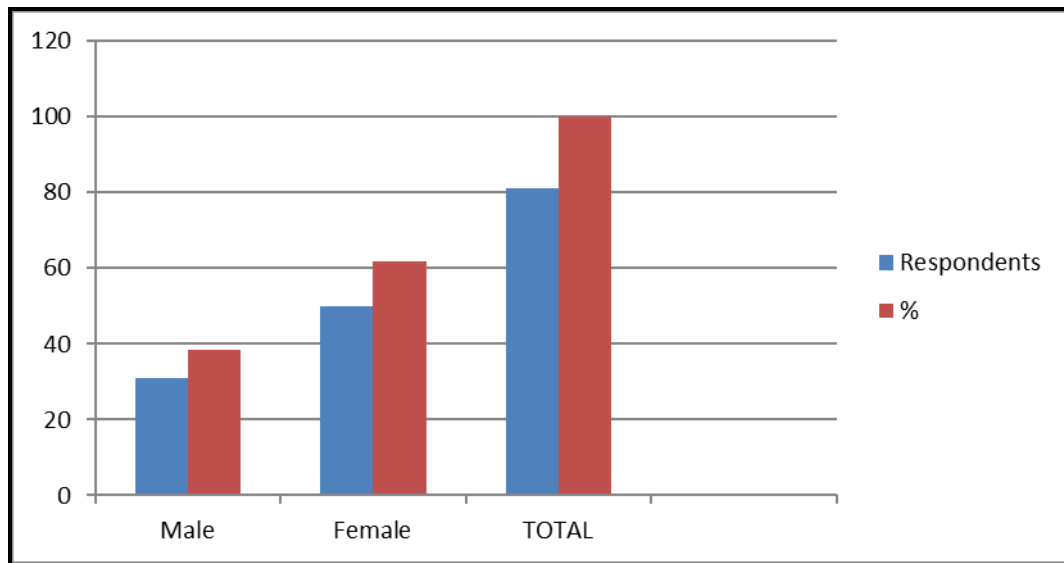


Figure 4.2: Showing the Sex of Respondents

Source: Field Data (2024)

4.2.3 Respondents by Education Level

The study findings were given to respondents of different levels of education to test in different academic levels within a community; seven educational levels touched, which are primary, secondary, college, university, illiterate and students group, which makes a total number of 81 respondents. The result of the finding is that a large group of respondents have a primary education level of 14.81%, followed by secondary 7.40%, bachelor's degree 6.17%, diploma 6.17%, illiterate 2.46% and students 59.25%.

The data presented recognize the poor academic condition of people in Lindi Municipal; this low education level reflects on their children because parents can't be

able to pass the exercise book of students while they are poor in educational level or illiterate.

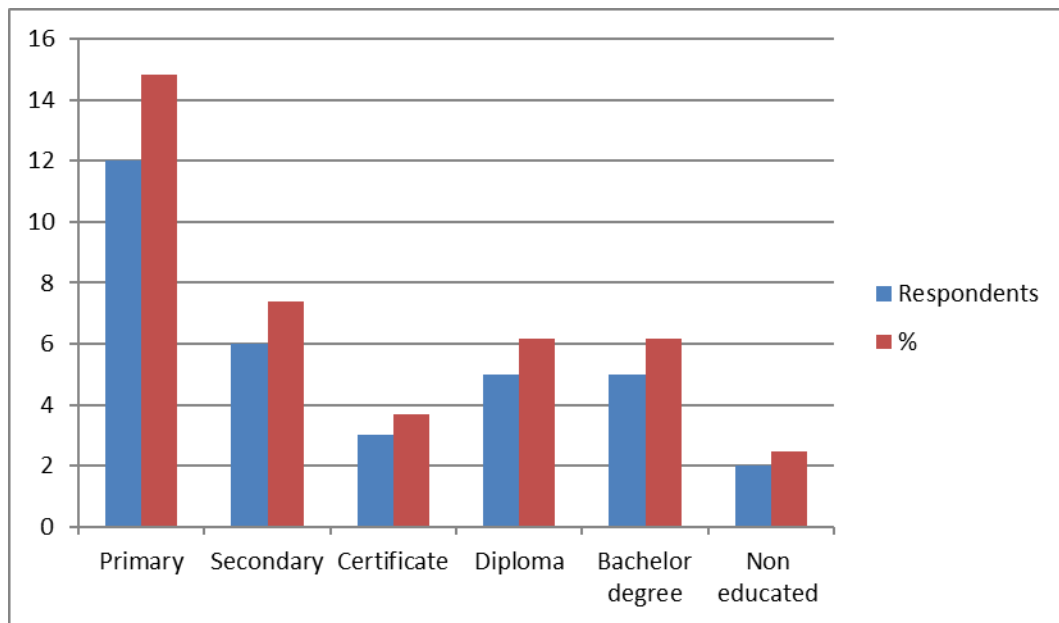


Figure 4.3: Represents the Educational Status of Respondents

Source: Field Data (2024)

4.2.4 Respondents by Marital Status

The study tested the marital status of respondents, and the results were about 57.57% of parents were single, and 42.42% were married; these data express the condition in the community that the number of unmarried women is larger than married that means these unmarried women are the caregiver of children these children have poor supervision of single parent that they engage in unacceptable behaviors which creates a chance to maternal birth which contributes to generating single mother parenting. This situation may impact the academic development of adolescents (Pandya, 2023).

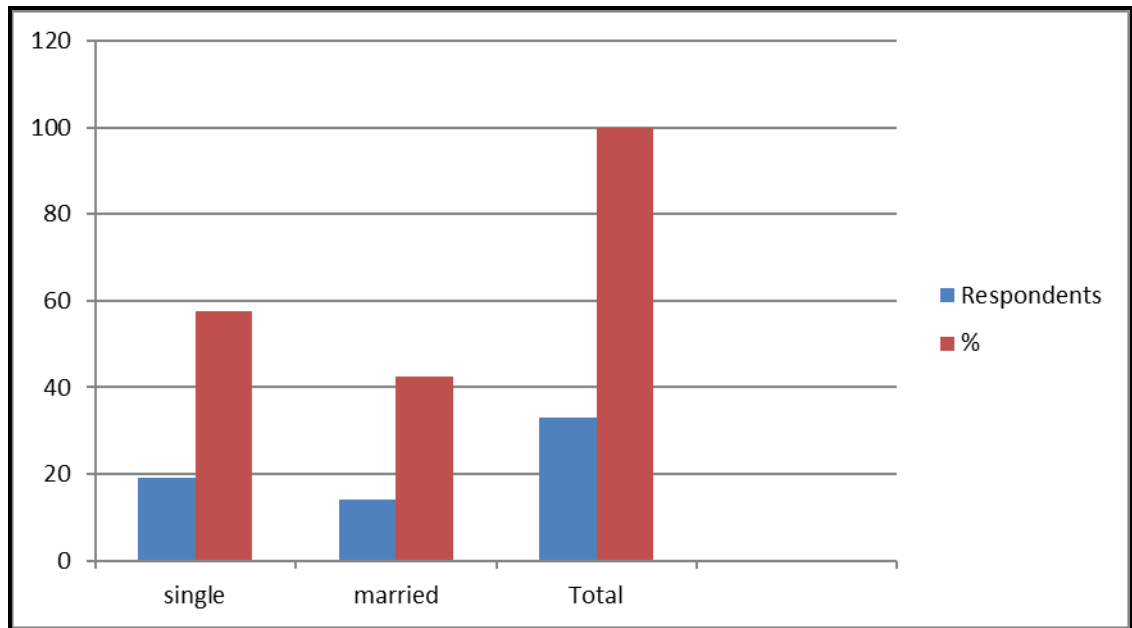


Figure 4.4: Shows the Marital Status of Respondents

Source: Field Data (2024)

4.2.5 Causes of a Single Mother to Respondents

The study examined the reason for being single mothers for twelve respondents who were still single mothers; the results of the study were about 41.66% of single mothers caused by unintended pregnancy, 33.33 caused by divorce and 25% caused by the death of a partner. Data from the study shows that most single mothers in Lindi municipal existed due to unintended pregnancy, whereby this situation interprets the behavior of informal sexual relationships and sexual relationships before marriage. These data help to identify which cause of single mothers is taking place in the community and help to plan mechanisms to be applied to reduce or eradicate the cause.

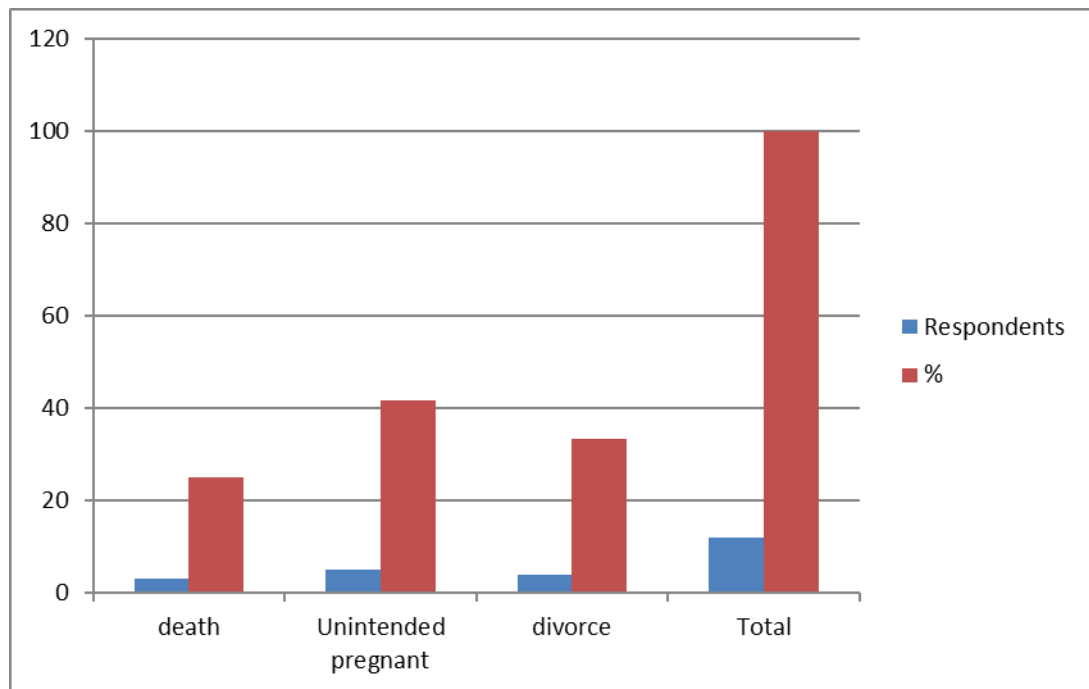


Figure 4.5: Causes of Single Mothers of Respondents (Single Mothers

Source: Field Data (2024)

4.3 Data Presentation and Analysis

Presentation and discussion of findings of this study are based on three specific study objectives, which were to examine adolescents' academic performance, to examine the difference in behaviour between students from single mothers and those from dual parents and to examine the difference in academic performance between students from single mother and those from dual family.

4.3.1 To Examine Adolescent's Academic Performance

This was the first objective of the study, which focused on the effect of single-mother parenting on adolescent development in Tanzania, especially academic performance.

The results are based on questionnaires that were given to students, teachers, mothers, and professional social workers.

4.3.2 Average Pass Marks

About 48 students responded, with an equal ratio of 24 students from single mothers and 24 from dual parents, boys and girls from different classes. The questionnaire was tagged to examine average pass marks on classroom tests in March 2024.

The question aimed to observe the difference in average pass marks between two groups of students from single mothers and dual parents; the results were;- an average of 10-35 score by 50% of students from single mothers while students from dual parents 8.33%, average of 36-49 scored by 41.66% of students from single mothers while students from dual parents scored 58.33%, average of 50-70 scored by 4.16% of students from single mothers while students from dual parents scored 25%, and average of 70-100 scored by 4.16% of students from single mothers. In contrast, students from dual parents scored 8.33%. The study recognized that students from single mothers have poor class performance compared with students from dual parents. A student experiencing the separation of mother and father affects physical, psychological, and emotional wellness and accelerates negative outcomes, especially academic achievement (Mahanyu, 2023).

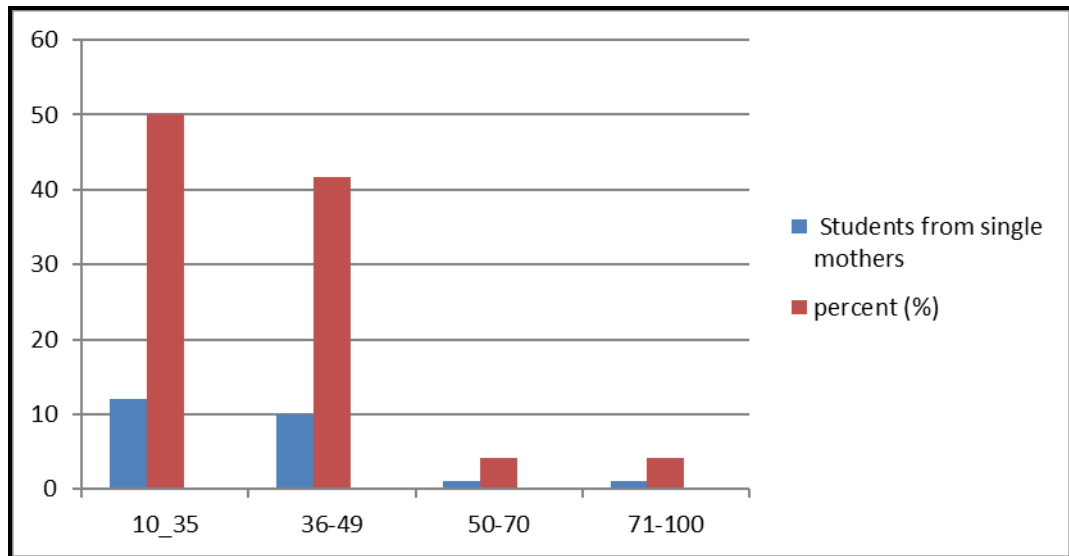


Figure 4.6: Class Test Score in the year 2024 Students from Single-Mother

Source: Field Data (2024)

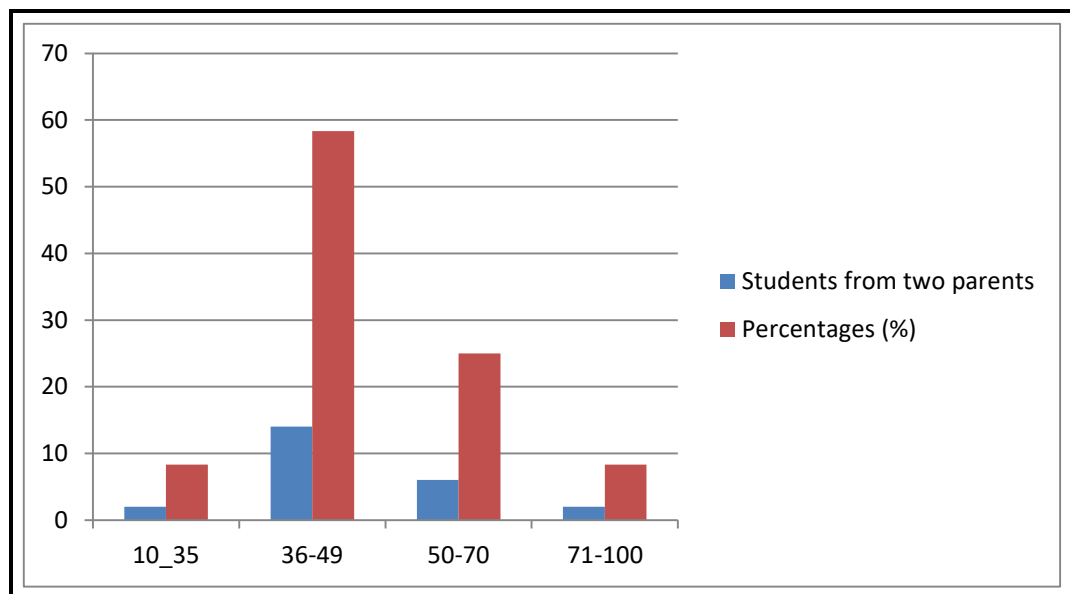


Figure 4.7: Class Test Score in year 2024 Students from two Parents

Source: Filed Data (2024)

4.3.3 Availability of School Stationery to Students

Students responded to the questionnaire, which aimed to examine the availability of school stationeries among students from single mothers and students from dual parents; the researcher decided to produce findings on the availability of school stationery because they are a very important tool in studies. Findings show that 25% of students from single mothers have enough stationery. In comparison, 79.16% of students from dual parents have enough stationery, 75% of students from single mothers do not have enough stationery, and 20.83% of students from dual parents do not have enough stationery. The study recognized that students from dual parents have more stationery than students from single-mother parents; the scarcity of stationery contributes to poor class performance in groups of students from single mothers.

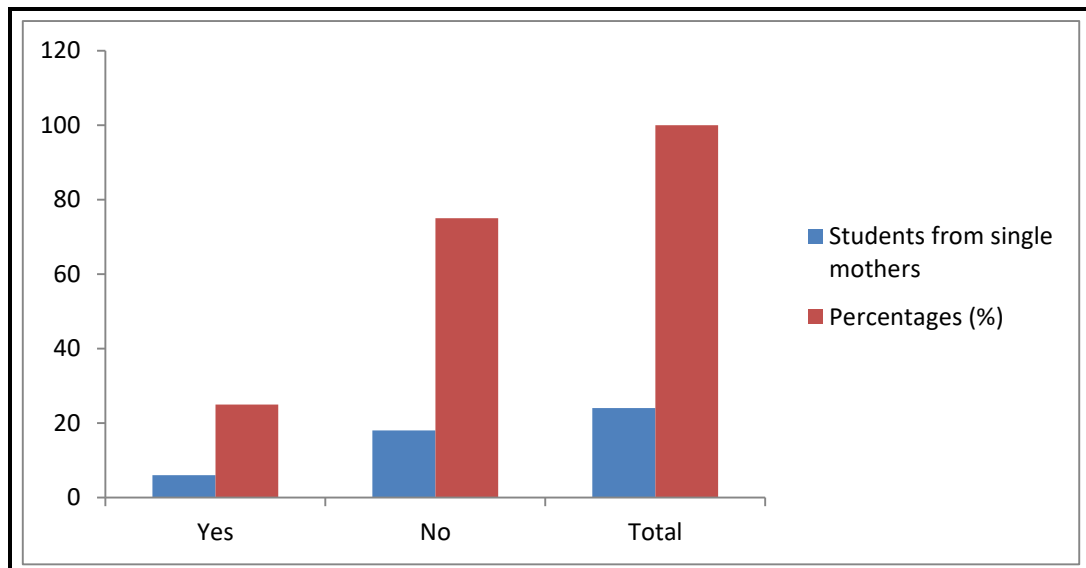


Figure 4.8: Students with Enough Stationery for School from Single Mothers

Source: Field Data (2024)

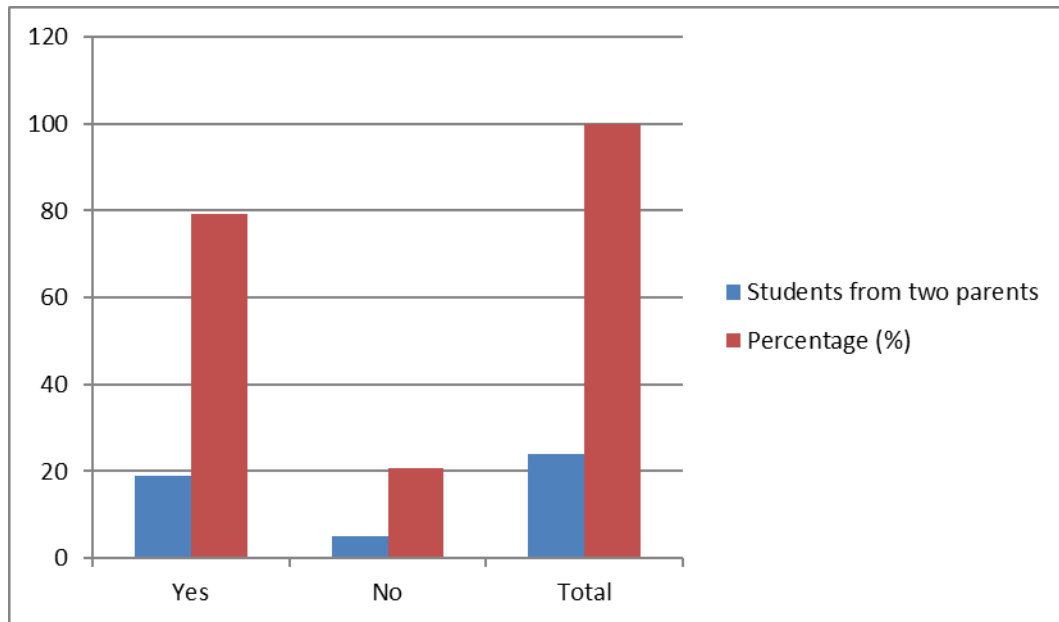


Figure 4.9: Students with Enough Stationery for School from Parents

Source: Field Data (2024)

4.3.4 Access to Food at School

The researcher provided a questionnaire to 48 students from two groups: students from single mother's parent and dual parents. The question was tagged to examine the tendency of students to get food at school by contributing food. The results were about 33.33% of students from single mothers contributed food at school. In comparison, 62.5% of students from dual parents have contributed, 66.66% of students from single mothers haven't contributed for food at school, and 37.5% of students from dual parents haven't contributed food. The study recognized that a larger number of students from single-mother parents have poor food contribution at school than students from dual parents. Eating at school is meaningful to students because it is difficult to study when students are hungry.

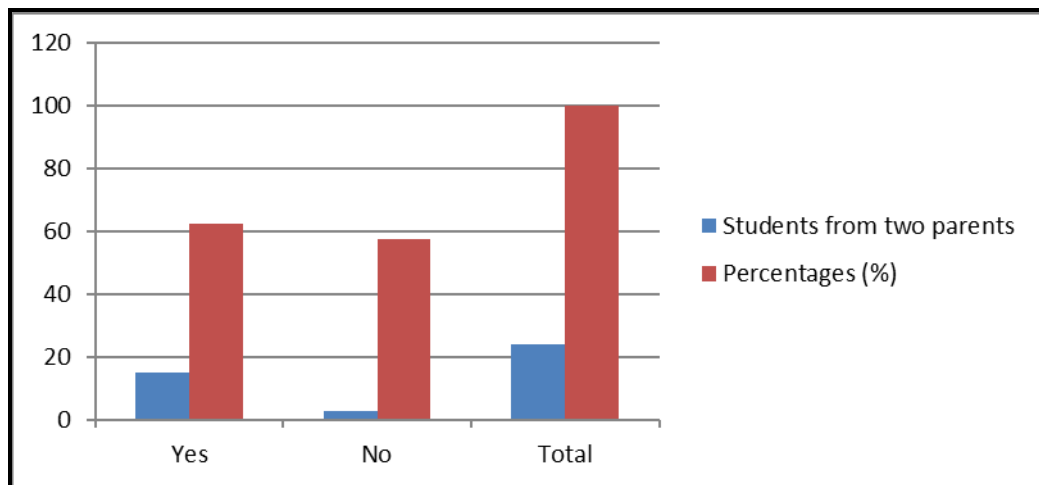


Figure 4.10: Students Access of Food at School from two Parents

Source: Field Data (2024)

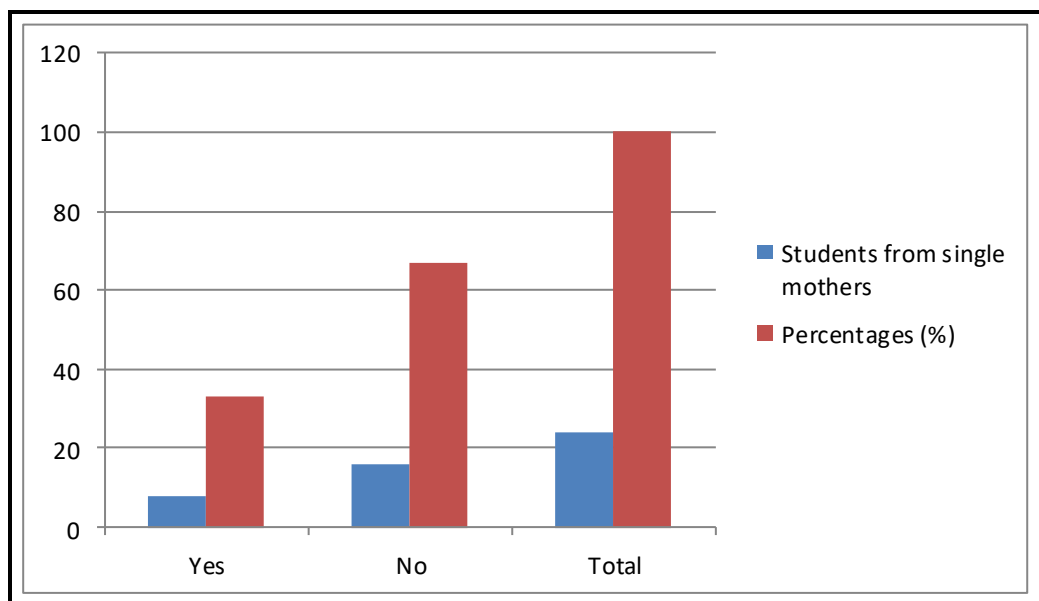


Table 4.11: Students Access of Food at School from Single Parents

Source: Field Data (2024)

4.3.5 Students who are Given Time to Study at Home by their Parents

The researcher provides a questionnaire to examine the responsibility of parents to give their children time to study at home during holidays and nights; two groups of students, 24 students from single-mother parents and 24 students from dual families, given the question if their parents give them time to study at home.

The results were about 41.66% of students from single mothers were given time to study at home. In comparison, 62.5 students from dual parents are given time to study at home, 58.33% of students from single mothers are not given time to study at home, and 37.5% of students from dual parents are not given time to study at home too. The finding shows that most students from single mothers had no time to study at home than those from two parents. In other words, students should be given time to study and do homework given by teachers. Doing so will build academic capacity for students. The study recognized that single mothers do not give their children time to study at home, which is why they are poorer in class performance than those from dual parents who are given time to study.

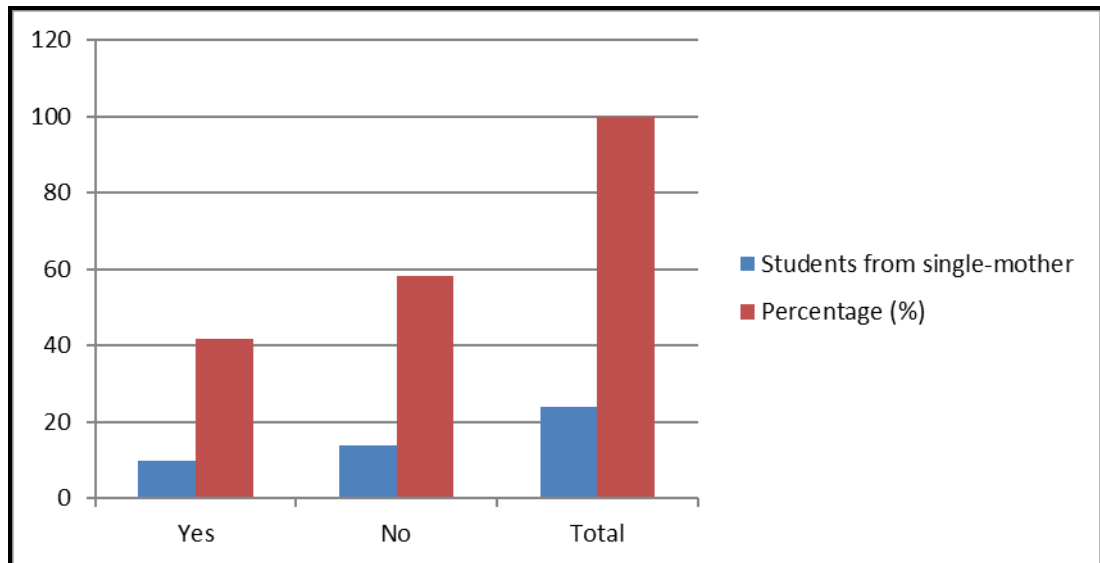


Figure 4.12: Parents are Given Time to Study at Home Students from Single-Mother

Source: Field Data (2024)

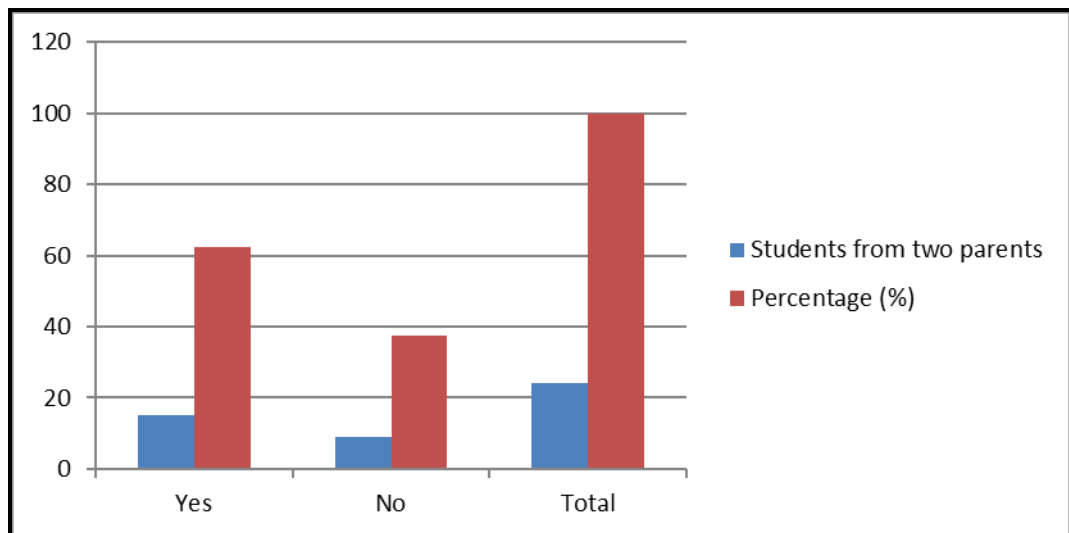


Figure 4.13: Parents are given time to Study at Home Students from two Parents

Source: Field Data (2024)

4.3.5.1 Parents' Ability to Afford School Expenses

The study provided a questionnaire to 24 parents as respondents, which aimed to examine the ability of parents to afford school expenses for their children; this finding consisted of 12 parents from single mothers and 12 parents from dual parents. About 33.3% of single mothers were able to afford school expenses. In comparison, 75% of dual parents were able to afford school expenses, 66.7% of single mothers were not able to afford school expenses, and 25% of dual parents were not able to afford school expenses. The study recognized that most single mothers are unable to afford school expenses compared to dual parents; this situation recognizes that students from single mothers have poor class performance due to their parent's failure to afford school expenses.

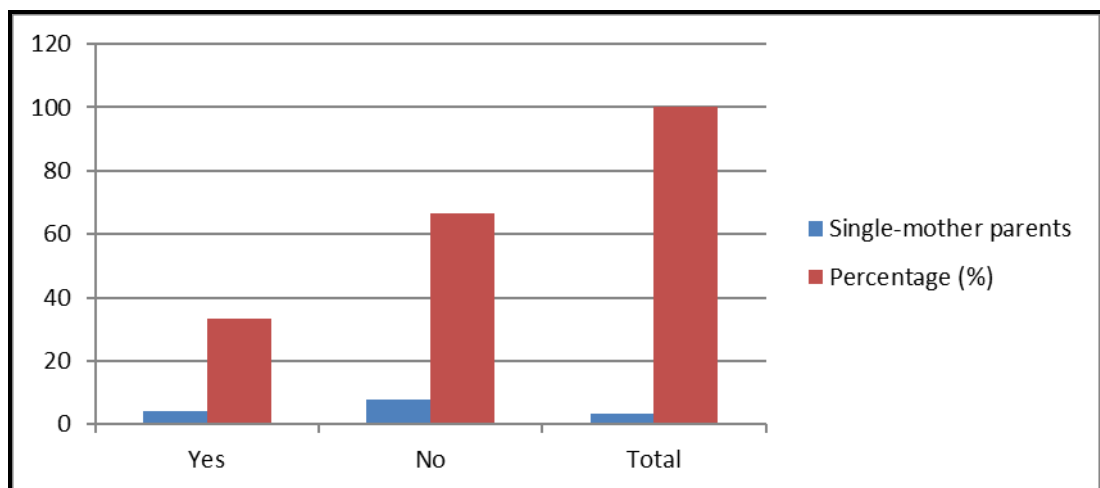


Figure 4.14: Parents ability to Afford Academic Expenses to their Children (Single-Mother Parents)

Source: Field Data (2024)

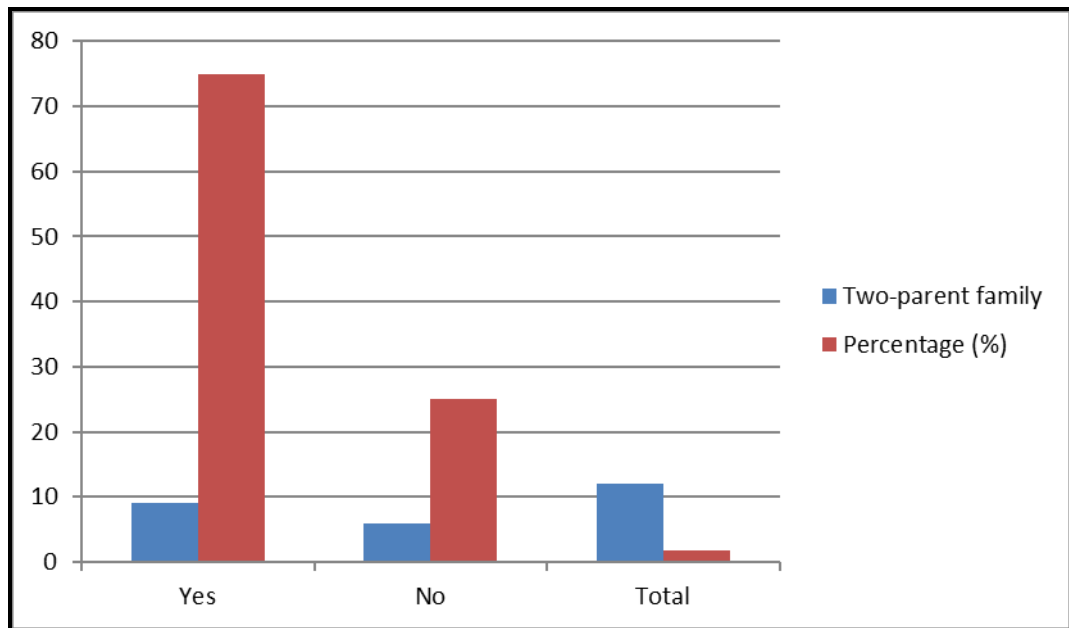


Figure 4.15: Parents ability to Afford Academic Expenses to their Children (two Parents)

Source: Field Data (2024)

4.3.5.2 Parent' Ability to Give their Children Pocket Money

About 24 parents participated in the study; a ratio of 12 single mothers and 12 dual families were examined for their ability to give their children pocket money during school periods. The data showed that 41.66% of single-mother parents were able to give their children pocket money. In comparison, 83.33% of dual parents are able to give their children pocket money, and 58.33% of single-mother parents were not able to give their children pocket money. In comparison, 16.66% of dual parents were not able to give pocket money to their children during school period. The study discovered that most students from single mothers did not give pocket money as those from dual parents. This situation destroys the academic performance of

students. The cost of living makes single mothers struggle, which contributes to financial challenges (Affandy, 2023).

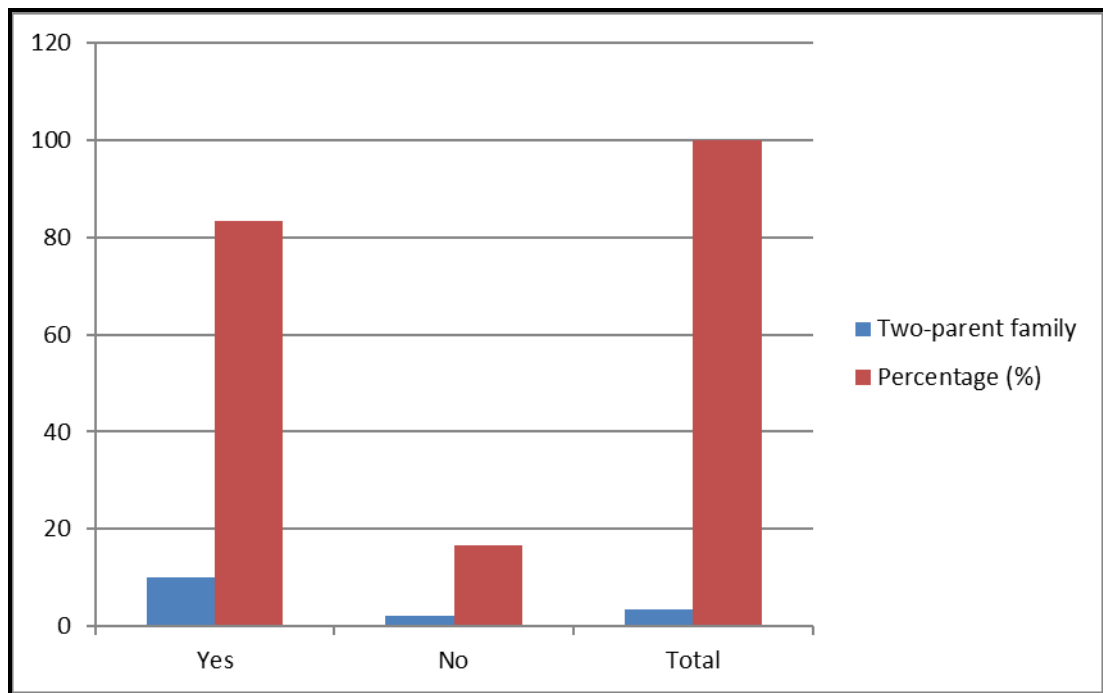


Figure 4.16: Parent's Ability to give their Children Pocket Money for School

Source: Field Data (2024)

4.3.5.3 The Relevance of Attachment Theory and Adolescent Academic Development

Parents are first responsible for child care, and they are the catalyst for child development in academic performance. In contrast, their close relationship with children leads to the effective development of adolescents. Attachment theory, developed by John Bowlby (1940s), explains the impact of parental relationships on children's development where a single mother is among them; attachment theory is relevant because it argues that the quality relationship between parents and children impacts adolescent academic development as formal literature recognized solid

attachment have a positive impact on student self-awareness and self-esteem (Yahya, Nahar, talib and Singh, 2021). Adolescents from single mothers fail to have attachment with their mothers because single mothers carry two tasks: being a giver and engaging in economic activities; therefore, they cannot carry two responsibilities at a go. Hence, children build self-esteem without family attachment. Most single mothers are so poor in income that they cannot afford to pay academic expenses because playing the roles of father and mother helps her to find income only for food with her child; student school difficulties promote student academic difficulties, which disturb academic performance (Manengelo, Mkumbo and Lubawa, 2023). Therefore, strong family attachment is of dual parents because the student mother will carry her responsibility, and the father will empower their children due to their attachment.

4.4 Difference in Behavior between Students from Single Mothers and those from Dual Parents

The second specific objective of the study, to explore the difference in behavior between adolescents from single mothers and those from dual parents.

4.4.1 Students Who Punished for Indiscipline Case

The researcher provided a questionnaire which aimed to identify differences in behavior development among adolescents from single-mother parents and those from dual parents from Mchinga, Ng'apa and Chikonji secondary and data shows that in 2021 total students punished for indiscipline cases were 42 which is 64.3% from single mother parent and 35.7% from dual parents, in 2022 students punished for

indiscipline case were 22 which is 81.8% from single mother parent and 18.18% from dual parents, in 2023 students punished for indiscipline case were 53 which is 73.58% from single mother parent and 26.41% from dual parents. The study recognizes that most students from single-mother parents have unacceptable behavior due to poor relationships of mothers with children because they spend more time in economic activities finding money for accommodation than caring for children (Lee and Joo, 2022).

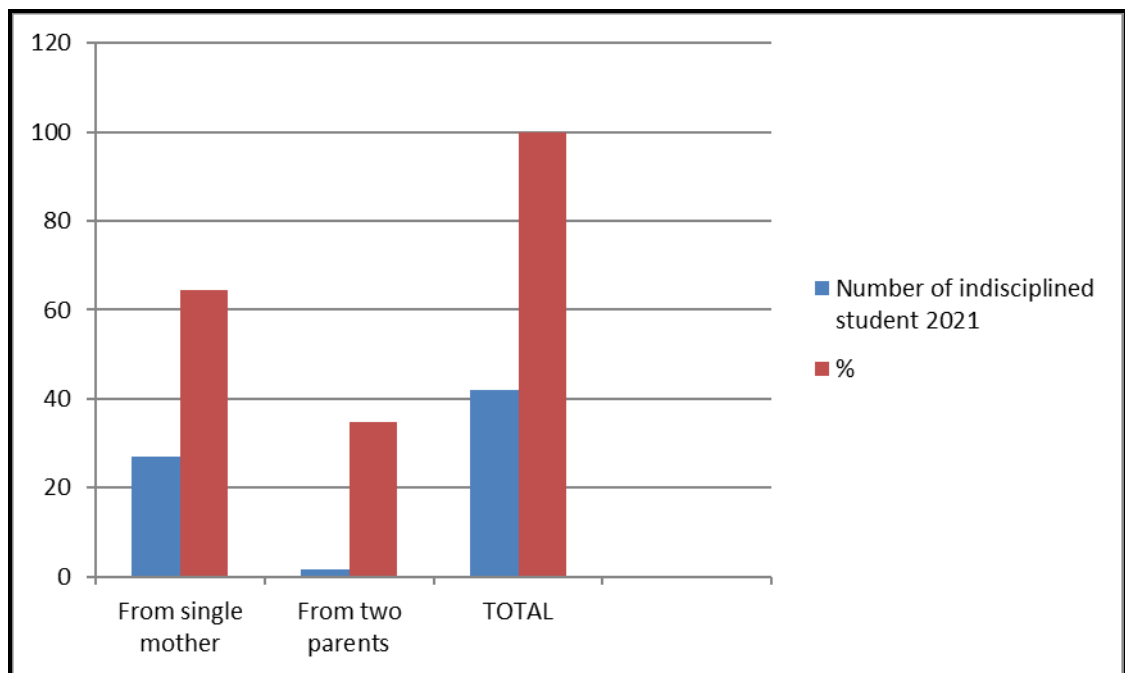


Figure 4.17: Shows the Indiscipline of Students of Mchinga, Ng'apa and Chikonji Secondary in 2021

Source: Field Data (2024)

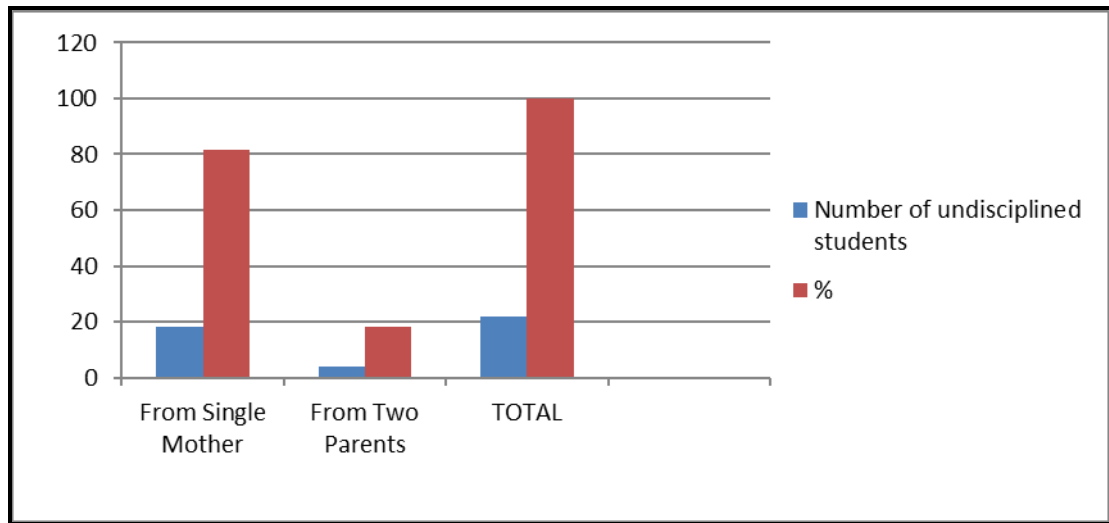


Figure 4.18: Shows the Indiscipline of Students of Mchinga, Ng'apa and Chikonji Secondary in 2022

Source: Field Data (2024)

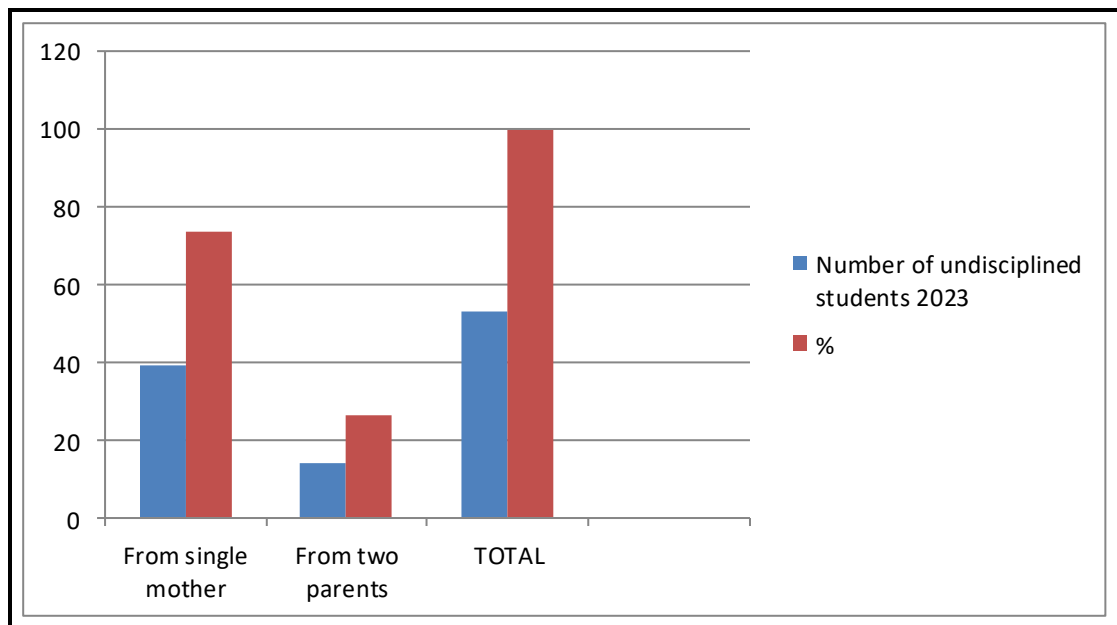


Figure 4.19: Adolescents from Single Mother and two Parents Given Academic Discipline Offence in 2023

Source: Field Data (2024)

4.4.2. Students School Dropout in Mchinga, Ng'apa and Chikonji Secondary Schools

The finding provided aimed to assess the behaviour of adolescents where school dropout is among adolescent behaviours; the total number of students school-dropout from Mchinga, Ng'apa and Chikonji secondary schools in 2021 was 58, which is 38 (65.5%) from single mother and 20 (34.5%) from dual parents, in 2022 student dropout single mother parents were 62 which is 33 (53.23%) and from dual parents were 29 (46.7%), in 2023 the result of finding shows about 73 students which is 51 (69.86%) of school dropout were from single mother and 22 (30.13%) from dual parents. The results show that more students from single mothers have school dropouts than students from dual parents; this is because adolescents from single mothers experience material hardship due to the poor economic condition of the household. Material hardships have been linked to worse academic, behavioral and emotional outcomes for children (Fontaine and Ryan, 2022).

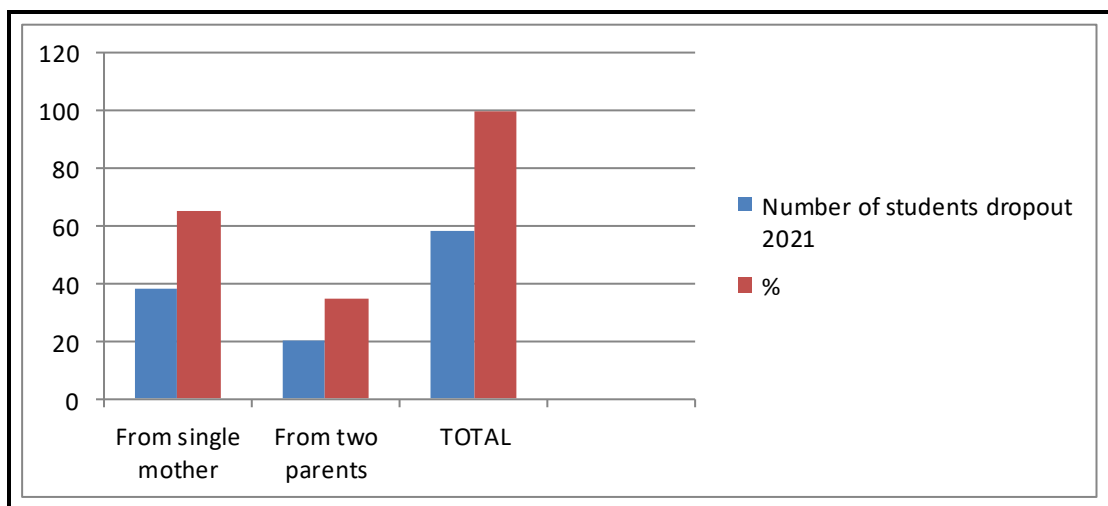


Figure 4.20: Student School Dropout in Academic year 2021

Source: Field Data (2024)

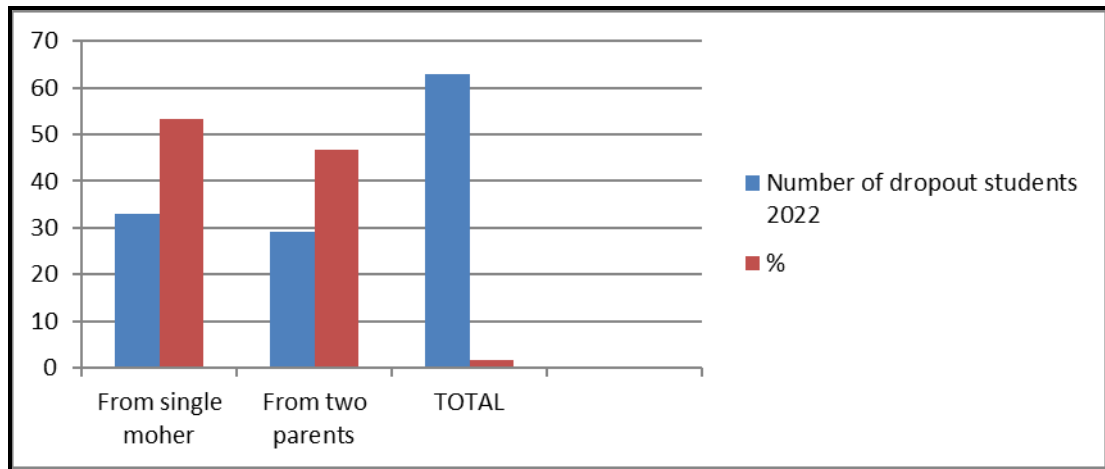


Figure 4.21: Student School Dropout in Academic year 2022

Source: Filed Data (2024)

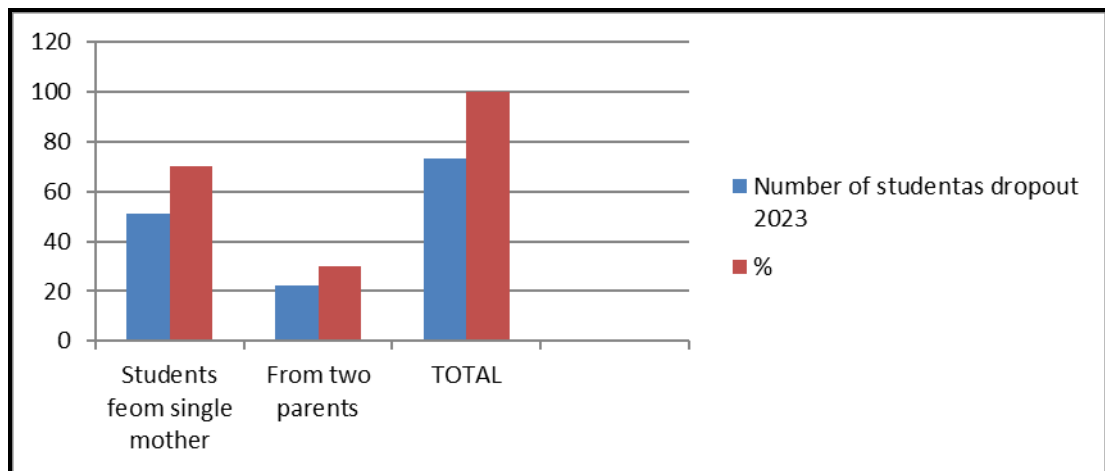


Figure 4.22: Student School Dropout in Academic year 2022

Source: Field Data (2024)

4.4.3 Students with Fighting Behavior

The finding was developed so as to determine fighting behaviors among students from Mchinga, Ng'apa and Chikonji secondary schools; a total number of students with fighting behavior in academic year 2021 were 12 (Mchinga 2, Ng'apa 4 and

Chikonji 6) students that are 9 (75%) were students from single parents and 3 (25%), in 2022 were 11 students (Mchinga 3, Ng'apa 5 and Chikonji 3) that is 5 (45.45%) were from single mother parents and 6 (54.54%) from dual parents, in 2023 were 19 students (Mchinga 4, Ng'apa 7 and Chikonji 8) and the result were about 15 (78.94%) student caught with fighting behavior were from single mother parent and 4 (21.05%) students from dual parents. The results recognize that most students from single-mother parents have bad behavior of fighting, and this is because of poor attachment with a parent in child development as observed by literature that mothers lose child care and spend more time in economic activities. Therefore, a child develops a behavior that causes a high amount of conflict (Cook and Boyd, 2023). Lack of parenting and supervision of single mother parents can lead to the wrong choice of friends, cyberbullying and being aggressive (Chavda and Nisarga, 2023).

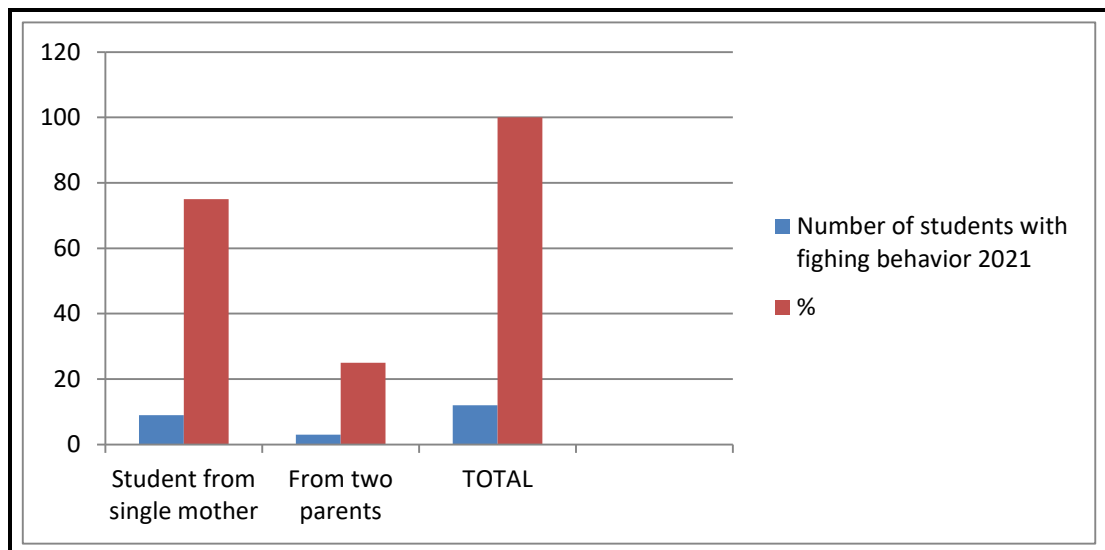


Figure 4.23: Students with Fighting Behavior 2021

Source: Field Data (2024)

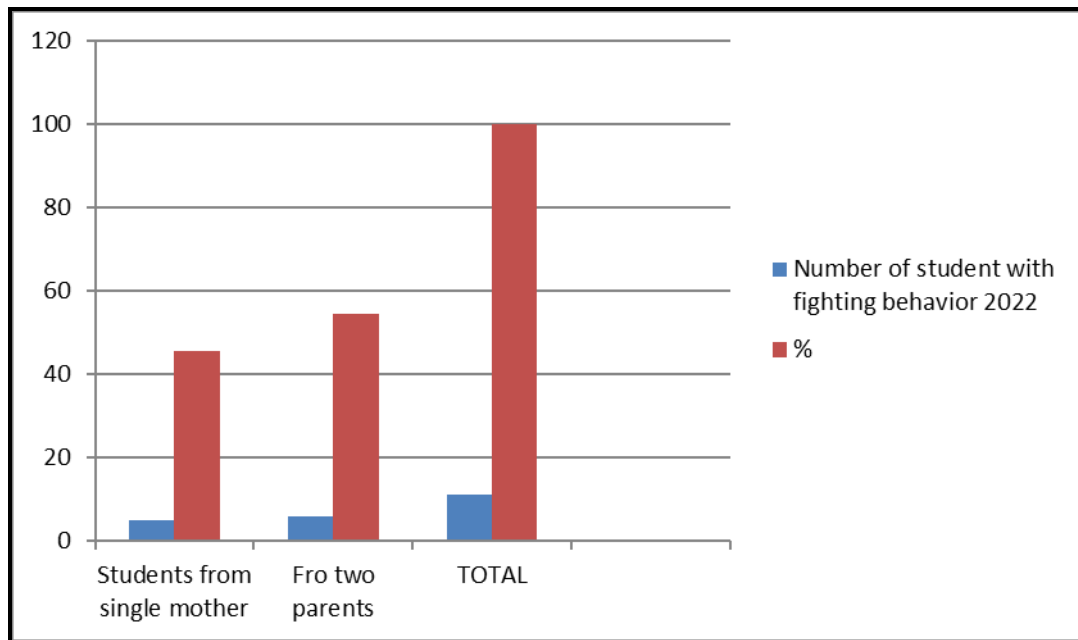


Figure 4.24: Students with Fighting Behavior 2022

Source: Field Data (2024)

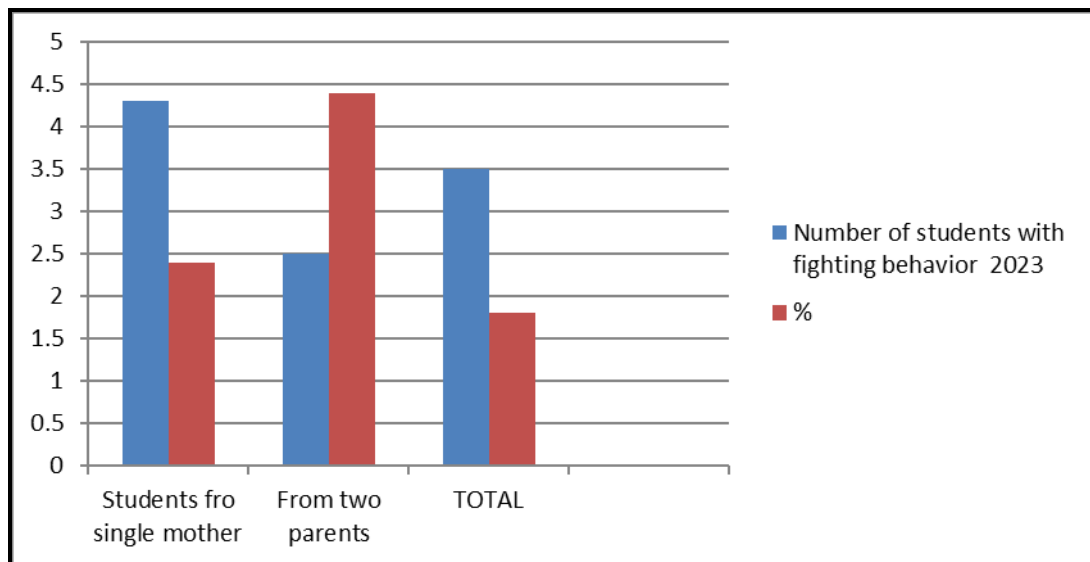


Figure 4.25: Students with Fighting Behavior 2023

Source: Field Data (2024)

4.4.4 Relevance of Attachment Theory and Adolescent Behavior Development

Attachment theory is relevant, and the second research objective aims to examine the difference in behaviour between students from single mothers and those from dual parents. Data from 2023 shows that 73.58% of students from single-mother parents were caught with indiscipline cases, 26.41% of students from dual parent caught indiscipline cases, 69.86% of students from a single-mother parent were schools dropped out, while only 30.13% of dual parents dropped out in 2023. The study recognizes that children need close relationships with their parents so that they can acquire socialization from their father and mother. Children from dual parents have more parental relationships, which is why they have acceptable behavior at school, and children from mother parents lack parental relationships. Children experience distress and anxiety when separated from their primary caregiver, and attachment is characterized by clear behavioral and motivational patterns (Cherry, 2023). Single mothers have less time to take care of children; instead, they struggle for food for their children.

4.5 To Examine the Difference in Academic Performance between Students of Single-mother and those from Dual Parents

This is the third study objective, which aimed to compare academic performance between students from single mothers and those from dual parents to examine the effect of single-mother parents on adolescent academic performance. Findings were provided to academic masters of Mchinga, Ng'apa, and Chikonji secondary schools so as to respond to the questionnaire about average pass marks in school examinations.

4.5.1 The Difference in Academic Performance between Students from Single Mother and Two-parents in Ng'apa Secondary School

The academic master responded to the questionnaire by presenting data from 8 students from single-mother parents and eight students from dual parents. In 2021, the students scored above 50 averages scored by 2 (25%) students from single-mother parents and 3 (37.5%) students from dual parents, while below 50 averages scored by 6 (75%) students from a single-mother and 5 (62.5%) students from dual parents.

In 2022, data showed that above 50 the average score of 3 (37.5%) students from single-mother parents and 6 (75%) students from dual parents, while below 50 averages scored by 5 (62.5%) students from single-mother and 2 (25%) students from dual parents. In 2023 show that 1(12.5%) student within students from single-mother parents and 5 (62.5%) students from dual parents scored above 50 averages, 7 (87.5%) students from single-mother parents and 3 (37.5) from dual parents scored below 50 average marks. These results justify that single-mother parent is a barrier to the academic performance of students.

Single-mother parents face economic hardship, which has a direct effect on their children's academic performance (Igandu, Odek and Marima, 2023).

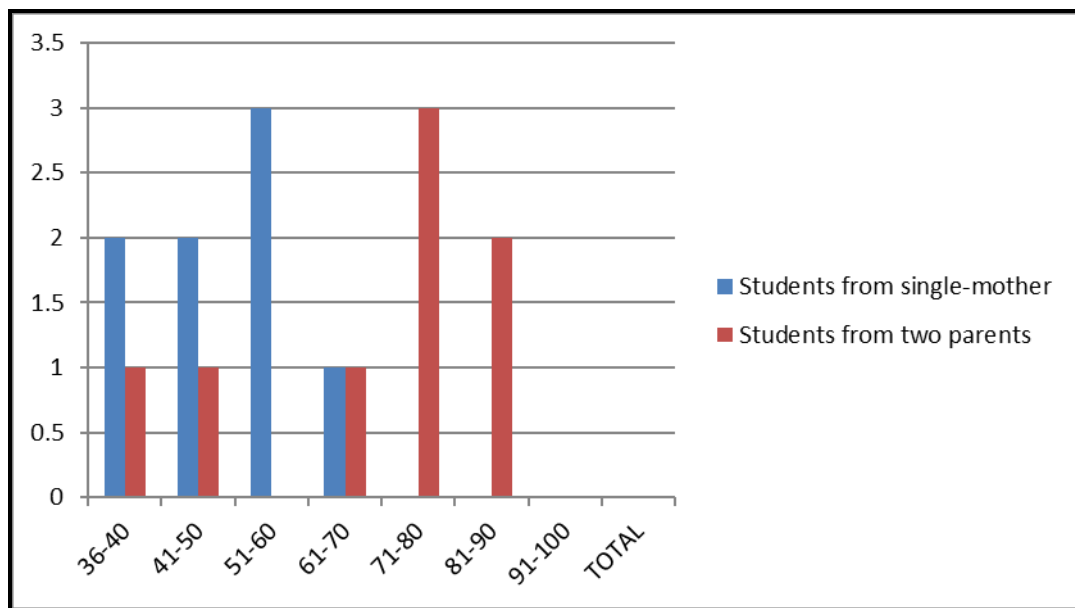


Figure 4.26: Average Pass Marks Exams of 2021

Source: Field Data (2024)

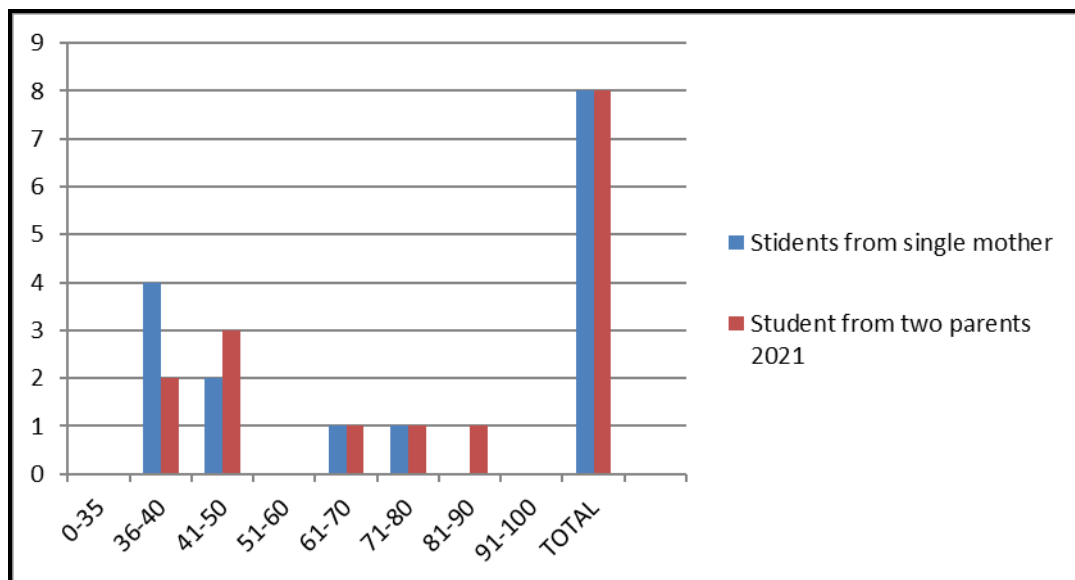


Figure 4.27: Average Pass Marks Exams of 2022

Source: Field Data (2024)

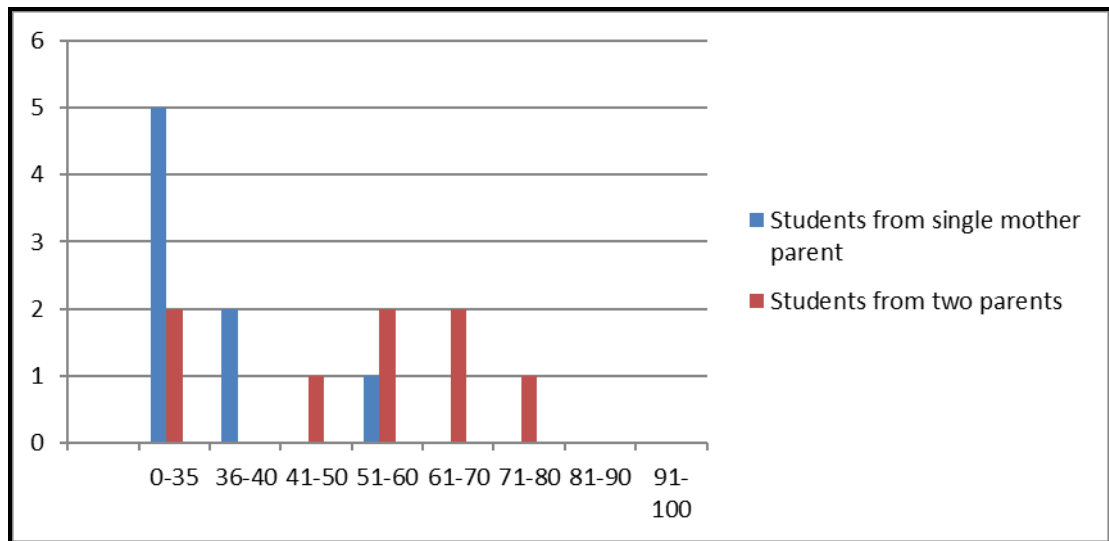


Figure 4.28: Average Pass Marks Exams of 2023

Source: Field Data (2024)

4.5.2 Differences in Academic Performance between Students from Single-mother and two Parents in Chikonji Secondary School

In Chikonji secondary school, the academic master responds to eight students from single-mother parents and eight students from dual parents. Data for 2021 shows that above 50 averages were scored by 4 (50%) students from single-mother parents and 6 (75%) students from dual parents, while below 50 averages scored by 4 (50%) students from single-mother and 2 (25%) students from dual parents. In 2022, above 50 averages were scored by 2 (25%) students from single-mother parents and 3 (37.5%) students from dual parents, while below 50 averages were scored by 6 (75%) students from single-mother and 5 (62.5) students from dual parents.

In 2023, data shows that 0 (0%) students from a single-mother parent scored above 50 average while 3 (37.5%) students from a dual parent scored above 50 average and

8 (100%) students from single-mother and 5 (62.5%) students from dual parents scored below 50 averages, this result recognize that student from single mother parents has poor academic performance than students from two parents.

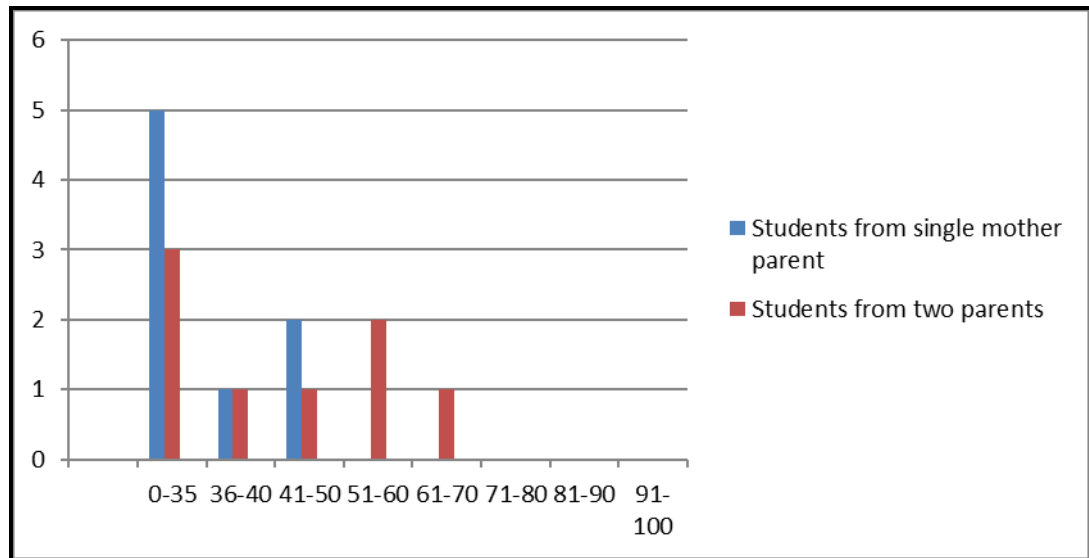


Figure 4.29: The Difference in Average Pass Marks in Chikonji Secondary School 2023

Source: Field Data (2024)

4.5.3 Differences in Academic Performance between Students from Single-Mother and two Parents in Mchinga Secondary School

Data aimed to compare academic performance between 8 students from single-mother parents and eight from dual parents from Mchinga secondary school. Data for 2021 shows that above 50 averages scored by 2 (25%) students from single-mother parents and 4 (50%) students from dual parents, while below 50 averages scored by 6 (75%) students from single-mother and 4 (50%) students from dual parents. In 2022, data showed that above 50 averages scored by 3 (37.5%) students from single-mother

parents and 1(12.5%) students from dual parents, while below 50 averages scored by 5 (62.5%) students from single-mother and seven students from dual parents. In 2023, data showed that the averages of above 50 scored 0 (0%) students from single-mother parents and 3 (37.5%) students from dual parents. On the other side, students scored below 50. The averages were 5 (62.5%) students from single mothers and 3 (37.5%) students from dual parents. These data recognize that students from single mothers are poorer in academic performance than students from dual parents; the literature suggested that children from single-parent households may face additional hurdles in achieving educational milestones (Ugbede, 2023).

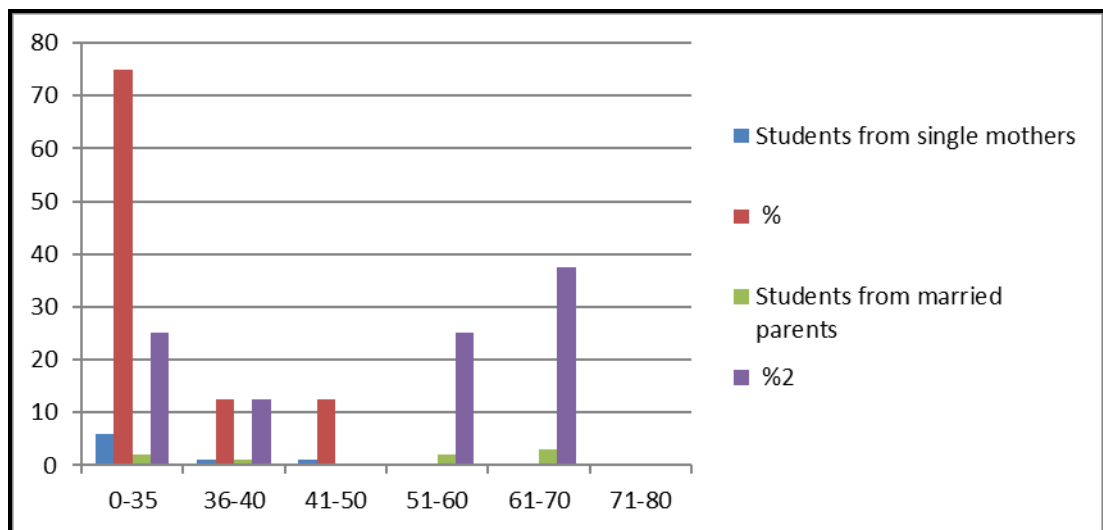


Figure 4.30: Shows the Difference in Average Pass Marks of Students of Mchinga Secondary School 2023

Source: Field Data (2024)

4.5.4 Relevance of Attachment Theory to Difference in Academic Performance between Students of Single-Mother and those from Two Parents

The difference in academic performance among students from single mothers and those of two parents was the third study objective, and it consisted of attachment theory as Kersi Chavda and Vinyas Nsarga (2023) assert that children were likely to school dropout, have poor grade performance and get jobs outside the school than those from two parents. Father and mother are pillars of children; their first responsibility is to play the role of caregiver and ensure children are comfortable. Kendra Cherry (2023) asserted that infants who are in the oral development stage are attached to their mother because she fulfils their oral needs; attachment of father and mother helps children in school performance more than those whose caregivers are single mothers, and the findings of this study. Attachment theory appropriate for the findings of the study because it supports the importance of children being cared for by fathers and mothers.

4.6 Social Workers

The researcher gave a questionnaire to Social Workers which aimed to examine the group of customers frequently reported between Single-mother parents and married, in 2021 about 79 parents reported to social workers office where 58 (73.41%) Single-mother parents and 21(26.58%), in 2022, about 106 parents reported to social workers office where 79 (74.52%) Single-mother parents and 27 (25.47%) Married parents (26.58%) and in 2023 about 133 reported in social workers office where 104 (78.19%) single mother parents and 29 (21.80%)

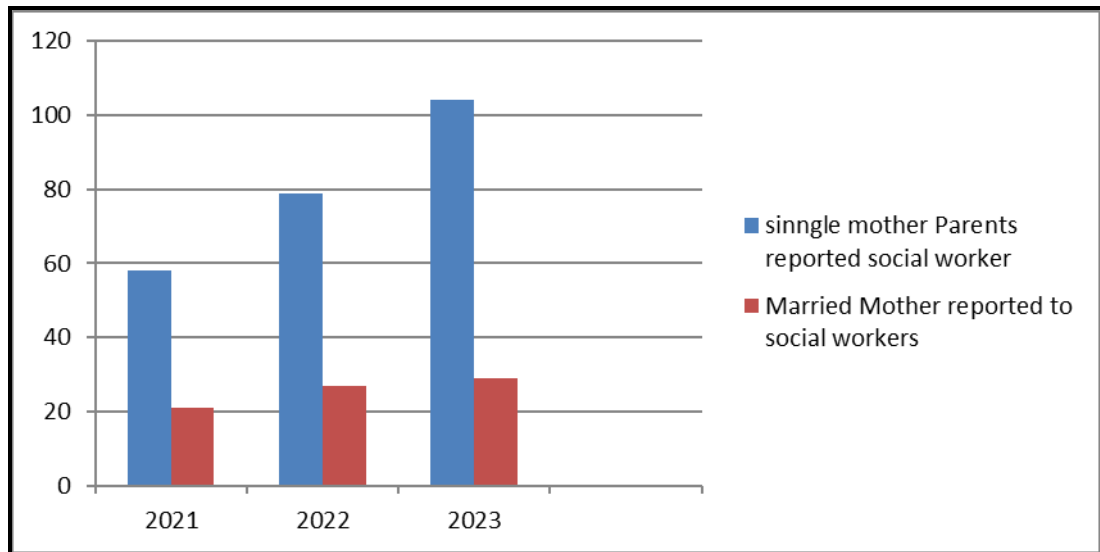


Figure 4.31: Group of Parents visit to a Social Worker

Source: Field Data (2024)

Another questionnaire presented to social workers aimed to examine the type of parental problems that were stated to social workers, and the data shows that many mothers blame male parents for escaping to provide services to children and mothers who fail to afford school requirements such as uniforms. These data show that male parents absconded their responsibility to care for children and leave the burden on the mother, who creates psychological torture for women for playing two roles of father and mother of the child; due to this challenge, the mother tries to find external support from social workers to connect with stakeholders.

4.7 Secondary Data

This section consists of secondary data collected from school records of students who scored zero in the National Examination (NECTA) 2021, 2022 and 2023 and student dropouts in 2021, 2022 and 2023 in Mchinga, Chikonji and Ng'apa secondary schools.

4.7.1 Students who scored Zero in O-Level Examinations (NECTA) in 2021, 2022 and 2023

The researcher used secondary data obtained from school records, which shows students who scored zero division in the National Examination (NECTA) of 2021, 2022 and 2023 in three secondary schools. Data from Mchinga secondary school shows that in 2021, about 11 students scored zero where seven from single mother and four from a married parent, 2022 about seven students scored zero where three from single mother and four from married parents and in 2023 about seven students' scores zero where five from single mother and two from dual parents.

In Chikonji secondary school, in 2021, about 12 students scored zero, with eight single mothers and four from dual parents; in 2022, about two students scored zero (NECTA), where all two from single mothers; in 2023, about two students scored zero where one student from single mother and one from dual parent.

In Ng'apa secondary school, 2021 about 15 students scored zero in the Olevel National Examination, with nine students from single mothers and six from married parents, 2022 about seven students scored zero, with four from single mothers and three from married parents and in 2023, about seven students scored zero in where

five from single mother and two students from married parents. Single-mother parents face economic hardship, which has a direct effect on their children's academic performance (Igandu, Odek and Marima, 2023).

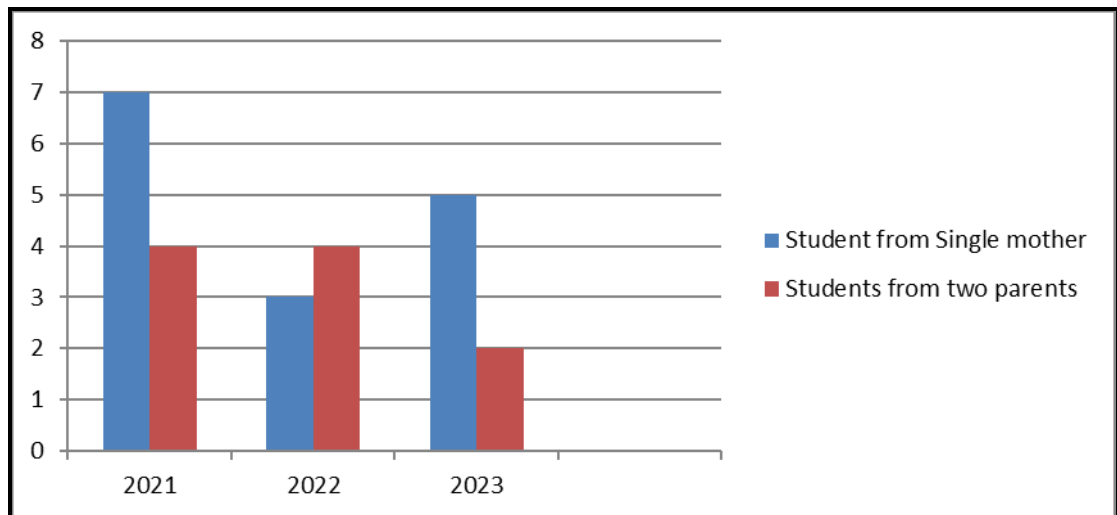


Figure 4.32: Students of Mchinga Secondary School who Scored Zero in NECTA

Source: Field Data (2024)

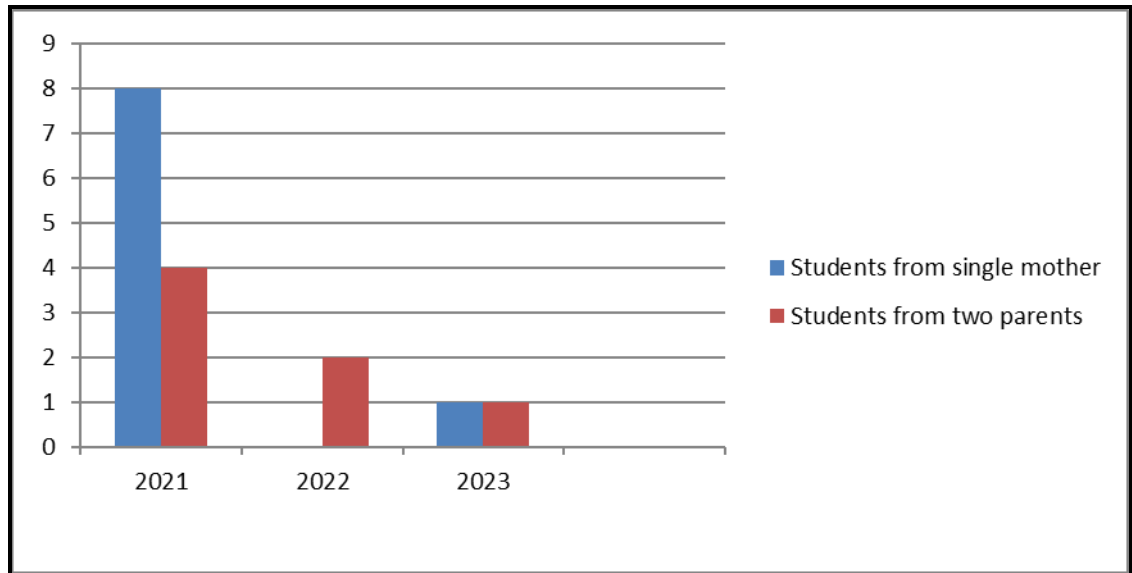


Figure 4.1: Presents Students of Chikonji Secondary School who Scored zero in NECTA

Source: Field Data (2024)

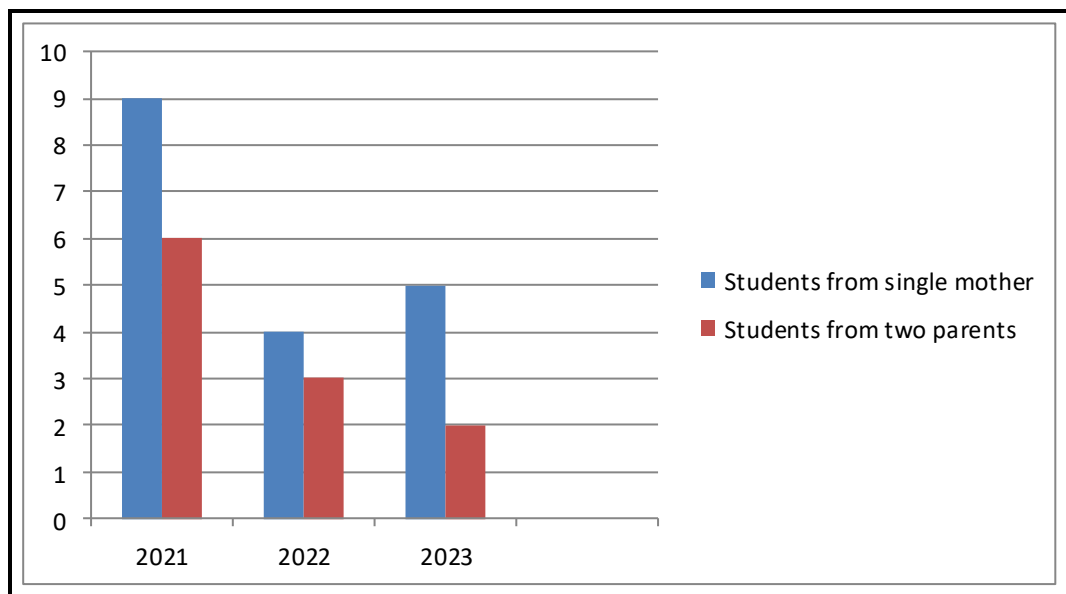


Figure 4.34: Presents Students of Ng'apa Secondary School who scored zero in NECTA

Source: Field Data (2024)

4.7.2 Parents who reported their Failure to Afford School Expenses to Social Workers/ Social Welfare Officer

The researcher collected data from 3 social workers and the social welfare office as part of the required respondents who deal with women, elders and children as their most customers in 2023. The total data from the register books of three social workers shows that about 49 single mothers reported to social workers of Lindi municipal that they fail to pay school expenses to their children and seek sponsorship. Still, the researcher did not find any record of the mother from a dual family reporting her failure. This situation shows that students from single-mother parents faced material hardship, which caused them to drop in academic performance (Tables 16, 17 and 18).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Over View

This chapter consists of three sections, which are a summary of findings, a conclusion and a recommendation; this chapter is an overview of the whole study and the opinion of the researcher regarding the results of findings given to targeted respondents and collected for data summarizing and presentation.

5.2 Summary of Findings

The title of the study is the Effect of Single Mother-parenting on Adolescent Development; A Case Study of Lindi Municipal Secondary Schools Tanzania; its specific objectives were to examine adolescent's academic performance, to examine the difference in behaviour between students from single mothers and those from dual parents and to examine the difference in academic performance between students from single mothers and those from dual parents. Findings were developed regarding these three objectives, which aimed to examine how single mothers affect adolescents in academics and behaviour; the researcher selected the secondary school because adolescents' age can display behaviour. After all, it is an age characterised by testing attitude (Harrison, 2023).

5.2.1 To Examine Adolescent's Academic Performance

In general, the result was about 50% of students from single mother scored an average of 10-35, while only 8.33% of students from dual parents scored an average

of 10-35, and 4.16% of students from single-mother parents scored an average of 70-100 while 8.33% of students from dual parents scored 70-100.

The study showed that about 75% of students from single-mother parents do not have enough stationery. In comparison, 79.16% of students from dual parents have enough stationary, 66.66% of student from single mothers did not contributed food to school while 62.5% of students from dual parents contributed, 58.33% of students from single parents did not give time to study at home while 62.5% of students from dual parents given, 70.83% of single mother parent were not able to pay school expenses while 66.66% of dual parents were able to pay school expenses, 16.66% of single mother were able to give pocket money their children. In comparison, 83.33% of dual parents were able to do so.

5.2.2 To Examine the Different in Behaviour between Students from Single Mothers and those from two Parents

In general, the data collected identify that 73.58% of indiscipline students of Mchings, Ng'apa and Chikonji secondary schools were from single mothers, 26.41% of indiscipline students were from dual parents, 69.86% of school dropouts were from single mothers and 30.13% were from dual parents, students recorded in school black books for fighting case from three secondary schools were 19 and finding show that 78.94% of 19 students recorded in school black books were from single mothers while 21.05% were from dual parents.

5.2.3 To Examine the Difference in Academic Performance between Students of Single Mothers and those from two Parents

Generally, the result from finding in Ng'apa secondary school was only one student within eight from single mother parents scored above 50 average pass mark while five students from dual parents scored above 50 average; in Chikonji secondary school, no students out of 8 students from single mother parents scored above 50 average pass mark while 3 out of 8 students from dual parents scored above 50 average pass mark, in Mchinga secondary school no student out of 8 from single mother parents scored above 50 average pass mark. In contrast, three students out of 8 from dual parents scored above 50 on average. Research conducted in Zimbabwe shows that in English tests, 18 (27.5%) out of 40 students from single-parent households scored below 70 average pass marks (Chineke, 2023).

5.3 Conclusion

Single mother parents recognized failure in supporting the academic performance of their children where 70.83% of single mothers fail to pay school expenses because the ability to pay school expenses creates confidence and conformability of students, 58.33% of single mothers fail to give their children pocket money for school, and 49 single mother reported to social workers to ask support of school expenses from stakeholders where this situation may cause intrapersonal conflict to student which may lead to school dropout.

It recognized that students from single-mother parents have unacceptable behaviors in the community compared to students from dual parents. This is because parents'

attachment to children may develop good behavior in children through close care of parents. Still, single mothers seem to have less time to take care of children than economic activities. They leave the child to develop their behavior. About 73.58% of indiscipline students were from single-mother parents, 69.86% of students' school dropouts were from single-mother parents, and 78.94% of students caught the fighting case was from single-mother; it easy to justify that single mother parents contribute unacceptable behaviours to children.

5.4 Recommendation

This part addresses recommendations based on the findings of the study. The government of Tanzania should put effort into improving education for new generations who are going to be future parents; this is important because educated parents provide academic assistance to children during the home period and are also able to assess the academic progress of children. Findings show that most parents have a primary education level where the parent's primary education level can't provide academic assistance and progressive assessment to students of secondary education.

Based on the findings, single parents are unable to pay school expenses such as food contributions, buying stationery and giving pocket money to the student; it shows that single mothers pass through material hardship until they fail to afford school accommodations for their children. The community should be informed about the poor economic condition of single mothers and make serious efforts to help them

because to help single mothers is to help adolescents. The government should develop a policy that favors single mothers.

Regarding the findings, students from single mothers seem to have poor academic performance. They scored below 50 averages, and most of the school dropouts were students from single parents; stakeholders should increase efforts to support single-mother students so that they become free from material hardship so that they can smoothly study. The government should support students from single mothers by providing free food access to school, removing all academic expenses and building special hostels for vulnerable groups of students from single mothers.

5.5 Suggestions for Future Study

Researchers have examined the effect of single mothers on adolescent development in Tanzania secondary schools by focusing on academics and behavior; another researcher may go further and focus on material hardship, psychological effects or social participation. It creates a chance to observe social worker's contribution to supporting children from single mothers.

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APPENDICES

Research work plan and activities

Appendix 1: Work plan

[illegible]

Research Estimate budget

Appendix 2: Proposed budgets

| s/no | Details | Quantity | Amount in Tshs |
|--------------|--|----------|----------------|
| 1 | Stationary (Ream paper A4, notebook, and pens) | | 150,000 |
| 2 | Internet service | | 70,000 |
| 3 | Printing research proposal | 1 | 80,000 |
| 4 | Meals and accommodation | | 400,000 |
| 5 | Transport cost go and return (Fieldwork) | | 260,000 |
| 6 | Printing research report | 4 | 200,000 |
| 7 | Binding research report final copies | 4 | 80,000 |
| Total amount | | | 1,240,000 |

QUESTIONNAIRE

Introduction

Dear Sir/Madam

Dear respondents, I am Yusuph Abdulrahman, a Master's student at the Open University of Tanzania (OUT). I am conducting this research as part of fulfilling a Master's degree in Social Work. My research topic is the effect of single mother-parenting on adolescent development in Tanzania, a case study of Lindi Municipal secondary schools. The purpose of this questionnaire is to help the researcher to gather relevant information about the topic. I humbly request you take the time to respond to the questions. Your responses will remain confidential, and you should not write your name on this questionnaire.

The researcher will not disclose the identity of the respondent under any circumstances.

A questionnaire examining the effect of single mother parents on adolescent development.

Demographic

A) FOR STUDENTS

Your age (years)

12 -15

16 – 25

FOR ELDERS

{ }

26 - 35

36 - 50

51+

Sex

a) Male

{ }

b) Female

What is your educational status?

Primary education

Secondary education

Certificate education

Diploma education

Degree +

{ }

Marital status

Married

Single

Widow

Divorced { }

What made you a single mother parent?

a). Death of a partner

b). Unintended pregnant

c). Divorce

B. Adolescent academic development

Are you a student of single-mother parenting or two parents?

A Single mother { }

B. Two parents

Student, what are your average pass marks of examination results in your class? 2024

10 - 35

36 - 49

50 - 70 { }

71 and above

Do you have enough stationery for school?

Yes

No { }

Do your parents contribute food for you at school?

Yes

No

Do your parents give you time to study at home?

Yes

No { }

PARENTS

Parent, can you afford to pay academic support to your son/ daughter?

Yes { }

No

Do you give your son/ daughter pocket money for school?

Yes

No { }

Do you take time to review your son/ daughter's exercise books?

Yes

No { }

Adolescent behaviour development.

How many adolescents from single mothers and two parents were given academic discipline offences in your school in January 2021, 2022 and 2023?

How many students from their mother's families and two parents were caught with theft in 2023?

How many students from single mothers and two parents drop out of school in the years 2021, 2022 and 2023?

How many students from single mothers and two parents engaged in drug abuse behaviours?

How many students from single mothers and two parents have fighting behaviour?

The comparison of academic performance of adolescents from single mothers and two parents.

What is the difference in average pass marks in midterm exams of 2021, 2022 and 2023 between students from single mother and two parents?

. SOCIAL WELFARE OFFICERS

How many single mothers came to report their failure of school accommodation for their son/ daughter from May to September 2021, 2022 and 2023?

.....

Which cases do you frequently receive from a single mother in your office?

Mpendwa

Naitwa Yusuph Abdulrahman, ni mwanafunzi wa chuo kikuu huria cha Tanzania ngazi ya shahada ya pili ya ustawi wa jamii. Ninafanya utafiti huu ikiwa ni sehemu ya mtihani wa kumaliza ngazi ya elimu niliyopo, “topic” ya utafiti ni madhara yanayosababishwa na malezi ya mama pekee kwa makuzi ya mtoto katika Nyanja ya elimu na tabia katika shule za secondary za Lindi manispaa hususani shule ya sekondari Mchinga, Ng’apa na Chikonji. Utafiti huu utasaidia kuondoa changamoto kwa watoto wanaoishi na mama pekee pia itaisaidia serikali kutunga sera zitakazowasaidia wanawake wanaolea watoto pek eyao. Zoezi hili sio lazima na halina madhara yoyote kwani hauandiki jina lako pia taarifa zote ni siri na hazitotolewa popote.

Maswali ya utafiti wa athari za malezi/makuzi ya mama pekeyake kwa mototo katika Nyanja ya kielimu na tabia.

Utambulisho

Kwa wanafunzi

Umri wako

12-15

16-25

Wakubwa

26-35 { }

36-50

51+

Jinsia

Me { }

Ke

Kiwango cha elimu (walimu, wazazi na maafisa ustawi)

Elimu ya msingi

Elimu ya sekondari

Astashahada { }

Stashahada

Shahada +

Hali ya ndoa

Married

Single { }

Sababu ipi ilikupelekea kulea mtoto peke yako?

Kufariki mwenza

Mimba zisizo tarajiwa

Taraka { }

B. Maendeleo ya elimu kwa mtoto

Wewe ni mwanafunzi kutoka familia ya mama pekee au baba na mama?

Mama pekee

Baba na mama { }

Mtihani wa darasa umepata wastani gani?

10- 35

36- 49

50- 70 { }

71 na kuendelea

Je, unavifaa vya kutosha vya masomo?

Ndio

Hapana { }

Je, wazazi/mzazi wako amechangia chakula ili upate chakula shuleni?

Ndio

Hapana { }

Je, mzazi/wazazi wako wanakutengea muda wa kujisomea nyumbani?

Ndio

Hapana { }

WAZAZI

Mzazi/wazazi, unamudu/munamudu kulipa gharama za masomo ya mtoto wako?

Ndio

Hapana { }

Mzazi/wazazi, unampatia mtoto wako fedha ya kujikimu awapo shuleni?

Ndio

Hapana

Je, umekuwa na tabia ya kupitia daftari za mtoto wako?

Ndio

Hapana { }

D. Athari za makuzi ya kitabia kwa watoto wa mama pekee na baba na mama

Wanafunzi wangapi wamepata adhabu kwa utovu wa nidhamu kuanzia 2021,2022 na 2023?

Mama pekee _____

Baba na Mama _____

Ni wanafunzi wangapi wamekatwa kwa tabia ya wizi kwa mwaka 2021, 2022 na 2023?

Mama pekee _____

Baba na mama _____

Wanafunzi wangapi wameacha shule mwaka mwaka 2021, 2022 na 2023?

Mama pekee _____

Baba na mama _____

Ni wanafunzi wangapi wamejikusisha na tabia za matusi 2021, 2022 na 2023?

Mama pekee _____

Baba na mama _____

Ni wanafunzi wangapi wamekuwa na tabia ya kupigana 2021, 2022 na 2023?

Mama pekee _____

Baba na mama _____

E. Uwiano wa maendeleo ya elimu kati ya wanafunzi wanaolelewa na mama pekee yake na wanafunzi wanaolelewa na wazazi wawili

Ipi tofauti ya wastani wa ufaulu wa mitihani ya mwezi wa sita kwa mwaka 2021, 2022 na 2023 kati ya watoto wanaolelewa na mama pekee na wanaolelewa na wazazi wawili?

D. MAAFISA USTAWI WA JAMII

Wazazi wangapi wanaolea watoto pekeyao wamekuja kutoa taarifa ya kushindwa kukidhi mahitaji ya shule kwa watoto wao kuanzia Januari mpaka Disemba 2021, 2022 na 2023? _____

Ni aina gani ya malalamiko ya akinamama wanaolea watoto pekeyao yamekuwa yakiripotiwa ofisini mara kwa mara?

RESEARCH LETTERS



Ref. No OUT/ PG202100836

24th January, 2024

District Executive Director (DED),
Lindi District Council,
P.O.Box 1070,
LINDI.

Dear District Executive Director,

**RE: RESEARCH CLEARANCE FOR MR. YUSUPH ABDULRAHMAN, REG NO:
PG202100836**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Yusuph Abdulrahman, Reg. No: PG202100836**, pursuing **Master of Social Work (MSW)**. We here by grant



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MANISPAA YA LINDI



Kumb. Na. LMC/R/60/1/VOL.IX/143

13.02.2024

Wakuu wa shule,
 Shule za Sekondari za Mchinga, Ng'apa na Chikonji,
 S. L. P. 1070,
 LINDI.

**YAH: KIBALI CHA KUFANYA UTAFTI KUHUSU "THE EFFECT OF SINGLE MOTHER-
 PARENTING ON ADOLESCENTS DEVELOPMENT IN LINDI MUNICIPAL SECONDARY
 SCHOOL TANZANIA".**

Husika na mada tajwa hapo juu.

2. Nimepokea barua kutoka kwa Mkurugenzi wa Manispaa ya tarehe 24th January, 2024 ikiniarifu juu ya kibali cha kufanya utafiti wa somo tajwa hapo juu. Aidha, utafiti huo utafanywa na **Mr. Yusuph Abdulrahman, Reg. No; PG202100836** kutoka Chuo Kikuu Huria (The Open University of Tanzania) na Halmashauri ya Manispaa ya Lindi ni miongoni mwa Halmashauri zitakazoshiriki. Muda wa kufanya utafiti huu ni kati ya Machi, 2021 na 25th January 2024 na 28th February 2024.

4. Kwa barua hii, unaombwa kumpatia ushirikiano mtafiti huyo ili kufanikisha utafiti wake.

5. Nakutakia utekelezaji mwema.

Rehema M. Nahale
 Rehema M. Nahale
 KNY: MKURUGENZI WA MANISPAA
 LINDI

Nakala: Mkurugenzi wa Manispaa
 S.L.P 1070,
 LINDI.

" Mkuu wa Chuo Kikuu,
 Kishiriki cha Elimu,
 LINDI.



THE OPEN UNIVERSITY OF TANZANIA

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

YUSUPH ABDULRAHMAN (MASTER CANDIDATE) ykitutuma@gmail.com

SUPERVISOR JOHNAS BUHORI (PHD) johnasbuhori@gmail.com

RESEARCH TITLE IS;-

**TO EXAMINE ADOLESCENT'S ACADEMIC PERFORMANCE OF SINGLE
MOTHERS AND THOSE FROM TWO PARENTS IN TANZANIA: A CASE
OF LINDI MUNICIPALITY SECONDARY SCHOOLS**

ABSTRACT

This dissertation aimed to examine adolescent's academic performance of single mothers and those from two parents. The study guided by Attachment theory which developed by John Bowlby in 1940's, the study carried 72 respondents where structured questionnaire was used to respondents as method of data collection. The study collected data from respondents and analyzed by using descriptive data analysis. Findings in this study indicate that about 75% of students from single mother parents have no enough stationery where only 25% of students from dual parents have no enough stationery. It concluded that single mothers failed to support academic performance of their children since they fail to pay school expenses, also it recognized that students from single mother parents have unacceptable behaviors to community than students from dual parents this is because parent's attachment with children may develop good behavior to children through close care of parents but

single mothers seems to have few time to take care of children that they leave child develop his/her own behavior which is very risk in future life. It recommended that Government should support students from single mother by providing free food access to school, remove all academic expenses and build special hostels for vulnerable group of students from single mothers.

Key Words

Single-mother Parenting

According to Jeremy and Natalie (2023), Single mother parenting is one unmarried adult and all of their legal dependents under the age of 18, where those dependents may include adopted children and even stepchildren. This study defined a Single mother as a female household parent who takes primary responsibility for adolescent development.

Adolescent

According to the Public Medical Centre (PMC, 2018), adolescence is a transitional phase of growth and development between childhood and adulthood. This study defines adolescents as an individual aged between 10 and 18 years; where they are divided into three stages, namely early adolescent 10 – 12 ages, middle adolescent 13 – 15 ages and adult adolescent 16 – 17 ages.

INTRODUCTION

The family is an important unit in the society, it plays role of sense of belonging and family structure in adolescent adjustment, and parents remain one of the important factors influencing children's wellbeing (Fallesen and Gahler, 2019). Parents must teach and invite children to improve their physical health, single mother parenting is continuing to a major factor affecting adolescent from single mother parent in such a way that they struggle from material hardship.

Globally there is an emergency of single parents which leads to availability of adolescent from single parent family and the number of adolescent from single parent increases year after year which interpreted to a problem, in agreement with global rapid increase adolescent from single parents, example data shows that 6.8% of children around the world under the age of 18 live in single parent household, while 19 million children below the age of 18 live with a single parent and 15 million children lives with two parents (Stephanie, 2019) and the estimates of the United Nations based on 89 countries and territory there are at least 101.3 million single mothers living with children, United Nations for Women (UN Women 2019).

In Europe Continent facing the problem of children living in single parent situation, this status of adolescent living in single mother parenting is high and all over the European Continent. For example, the data shows that United Kingdom (UK) 21%, Germany 12%, Ireland 14% and France 16% of adolescence are living in single mother parent and experience the challenges of missing the presence of one side of parent where by the situation affect adolescence and become grief (Stephanie, 2019),

where Asia shows that India 4% adolescent with single mother, Vietnam 4%, Japan 7%, and China 3% are adolescence living with single mother household (Stephanie, 2019).

In American continent, the number of children below 18 year-old live with single mother in 1968 was 7.6 million (11%) where 2020 is about 15.3 million (70%) and married parents are about 51.3 million (Paul and Chanell, 2021), Australia about 1 million single parents in June 2022 which calculate 14.2% of all families. Single parent families 62.6% about 652,300 had dependants including children below 15 aged which calculate an increase of 33,500 equal to 5.4% since June 2012 (Labour Force Status of Families, 2022), Africa shows that over 22% of women aged 20-49 years were unmarried mothers (Mutanda, 2020) and Sub Sahara Africa has about 32% of single mothers (Steve and Sofia, 2020)

Tanzania suffers from large number of single mother parents like other Countries in the World as it increased from 397 in 2018 to 523 in 2021(Kazungu and Byaro, 2023) likewise Jenifer Gilla (2024) state that divorce contribute to rapid increase of single mother in Tanzania where 2019 about 442 women divorced, 2020 about 511 women divorced and 2021 about 550 women divorced, and they still increase, in Lindi municipality. Apart from Government made effort to neutralise the effect of single mother parent to adolescent such as introduction of ministry of Health, Community Development, Gender, Elders and Children on 2016/17, National plan of Action to end violence against children (NPA-VAWC 2017/18 – 2021/22), introduction of single mothers event such as International Widow day (2005)

(WAMJW, 2018 – 2023), Formulation of Laws which aimed to protect children for vulnerability such as Law of Child Act No. 21 of 2009 which elaborate rights of children in education, protection, access to health service but the increasing of single mother parents still increases.

Objective of this study was to examine adolescent's academic performance where the key research questions were: i) what is the educational performance to adolescent of single mother parent and of two parents? ii) do your parent contributed food for you at school? iii) Is there any difference in academic performance between adolescent from single parent and dual parent?

This study provides the direct feedback to community for being aware on how single mother-parented life affects adolescent's development. This paves a way on influencing the community to take their responsibilities fully on supporting children to every aspect. Also, the study pinpointed the community from rapid increase of single mother-parents to take precaution to causes of single parent and eradicate vulnerability to adolescent from single mother parenting. The study provides a wide range of community awareness towards the problem and increase sensitivity in community cooperation to the awareness programs addressed to them.

Literature Review

Importantly, the World has committed to ensure wellbeing of adolescent from single mother parenting by develop strategies to empower vulnerable group of adolescent from single mother parent by formulating Committee which main concerns and recommendation on implementing the child right Conversation and positive aspects,

committee called in Finland, France, Jordan, Sao Tomé and principle, Turkey and United Kingdom was to provide sufficient human and financial resource to effectively implementation of Non-violent Childhood action plan of 2020-2025 domestic and school environment. United Nations (UN, 2023).

United States experiencing the problem of rapid increase of children living with single mothers, this is because there is increase number of single mother day to day which caused by birth before marriage, divorce, death and separation. About 23% of children living with single mother, where United States is higher than other country such as China has 3% and India has 4% of children living with single mothers (Pew Research Centre, 2019). These children cannot have good school performance due to stress and guilt of thinking the absent of father.

Millions of women in Africa faced by problem of single motherhood, a women faced by single motherhood by divorce experiencing grief of her loneliness where family members should take responsibility of taking care of children and economical assistance (Borgen Project, 2022). Children growing in single mother parent are at risk of unacceptable behaviours (Lee and Joo, 2022) this is due to mother spending much time in life struggle than taking care of children where the situation makes children to develop his or her own behaviour which might be good of bad.

Theoretical Framework

Attachment theory; the theory was developed by John Bowly in the 1940s and made testable by Ainsworth (1970). The theory has proven to be good to study parental

relationship with their children where by single mother parenting family is among. The theory teaches good relationship between parents and children that contribute best physical, mental and economical to child development. Attachment theory is relevance to this study because it is the leading conceptual framework for developmental psychology and has been advanced to the study of adult attachments in interpersonal relationships, Attachment theory recognize that the presence of two parents family may provide insurance of affording academic expenses to their adolescent because they help each other in domestic child care and family financial earning rather than single mother parent they struggling in life of child care for example, Jami, Florence and Elizabeth, (2023) state that single mothers and those in lower and middle social-economic groups are particularly likely financially struggling.

METHODOLOGY

Study Area and Population

The study was conducted in Lindi Municipality which is among of six councils of Lindi Region in Tanzania in three secondary schools within three wards, population of the study were 72. According to the national Bureau of Statistics (2022) recognize that Lindi Municipality female are large in number than male likewise the estimate is 34% of households in urban headed by females. The large number of households is of single mothers and their children are still students and they faced by material hardship as Chavda and Nisarga (2023) state that single parents are often overburdened with the responsibilities of two parents, face social stigma and lack social

support. Global Peace Foundation recognized that Lindi, Mtwara and Ruvuma are poverty and poor in education sector which led to high drop of school performance, (GPF, 2023).

Inclusion and Exclusion Criteria

It is the characteristics that the researcher uses to get respondents who will be involved in the study and those who cannot be included (Nikolopoulou, 2022). The study included adolescents and parents in objective one, which was to examine adolescents' academic performance; this objective excluded adolescents who were not students because they couldn't able to answer given findings.

Research Design

The study applied cross-sectional design because it supports to obtain data at single point in a time. The design is simple, clear and friendly to this study since it allows the collection of data from large pool of subjects and able to make comparison between groups. Respondents in the study became able to provide reliable data on the effect of single mother parenting on adolescent development at one point in a time, also the design was friendly to time and cost consuming which helped researcher to afford financial and time resources required to complete the study.

Research Approach

The researcher applied quantitative research approach to collect, analyze and interpret data so that it conclusive seeks to quantify the problems as well as understand its extent and result so as to project to large population. This approach classified into two types, namely primary quantitative research method where data collected directly by researcher and secondary quantitative research method where researcher collects data from existing data (Sreekumar, 2023).

Sampling procedures

It is a method of sampling that involves the division of a population into smaller subgroups known as strata (Hayes, 2024). The study involved stratified random sampling and purposive sampling so as to meet achievements of the study. Purposive sampling is selected because the study sometimes needs respondents of particular characteristics regarding professionals such as social workers and Teachers therefore the study sampled by dividing population into smaller groups.

Methods of Data Collection

Are techniques and procedures for gathering information for research purpose (Adi, 2024), this study defined as procedures that researcher used in data collection process. The study used two types of data which are primary data and secondary data because they provide accurate information, economical and time saving when a researcher intersects primary and secondary data they come to answer findings effectively. The study used structured questionnaire as method of data collection.

Data Analysis and Processing

It is the process of analyzing raw data in order to draw out meaningful, actionable insights in interpreter testing in research practice (Stevens, 2023). It involves actions and methods performed on data that help describe facts, detect patterns, develop explanations and test hypotheses. The study collected data from respondents and generated into quantitative form where the researcher in the study processed and analyzed data using descriptive data analysis, it comes to provide conclusion about the distribution of data, support detecting errors and let researcher to spot patterns between variables that prepare to future analysis.

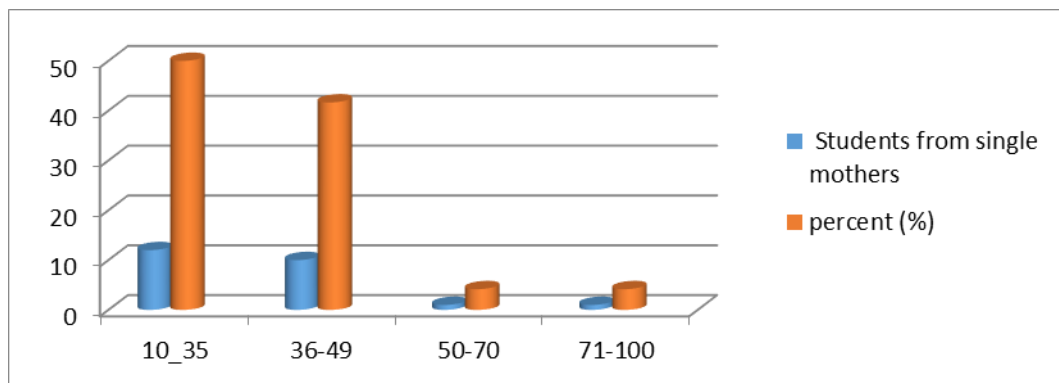
Finding Presentation

Average Pass Marks

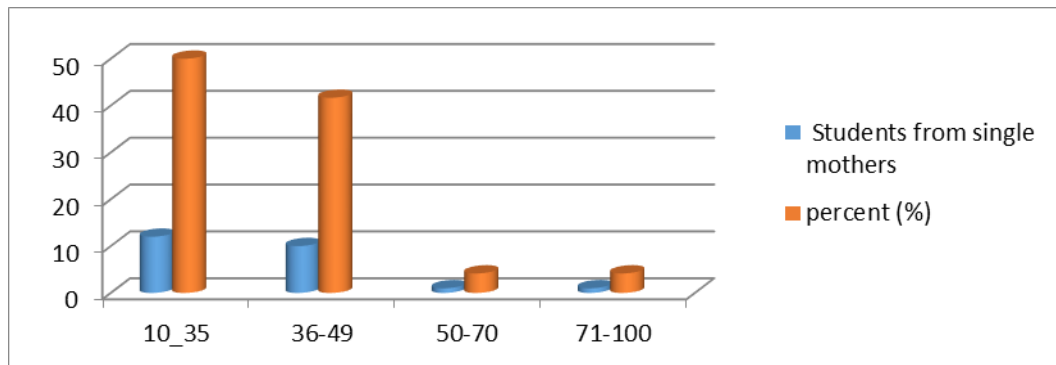
About 48 students responded, with an equal ratio of 24 students from single mothers and 24 from dual parents, boys and girls from different classes. The questionnaire was tagged to examine average pass marks on classroom tests in March 2024. The question aimed to observe the difference in average pass marks between two groups of students from single mothers and dual parents; the results were;-an average of 10-35 score by 50% of students from single mothers while students from dual parents 8.33%, average of 36-49 scored by 41.66% of students from single mothers while students from dual parents scored 58.33%, average of 50-70 scored by 4.16% of students from single mothers while students from dual parents scored 25%, and average of 70-100 scored by 4.16% of students from single mothers. In contrast,

students from dual parents scored 8.33%. The study recognized that students from single mothers have poor class performance compared with students from dual parents. A student experiencing the separation of mother and father affects physical, psychological, and emotional wellness and accelerates negative outcomes, especially academic achievement (Mahanyu,2023).

Class Midterm Test Score in the year 2024 Students from Single-Mother



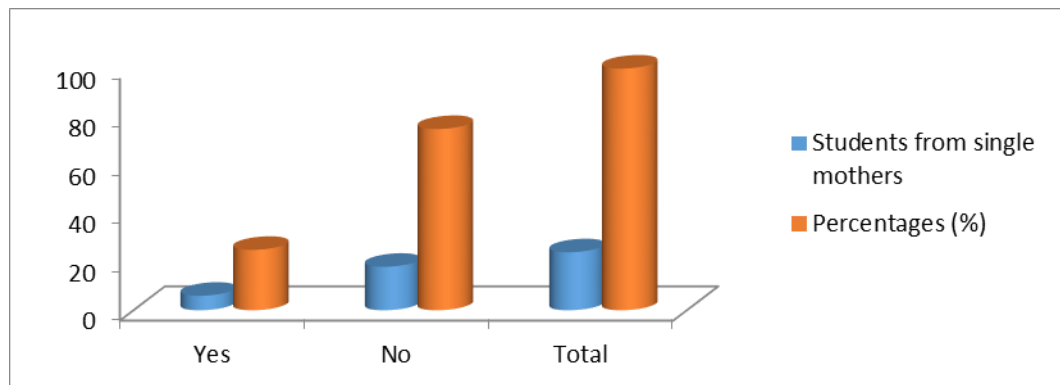
Class Midterm Test Score in year 2024 Students from two Parents



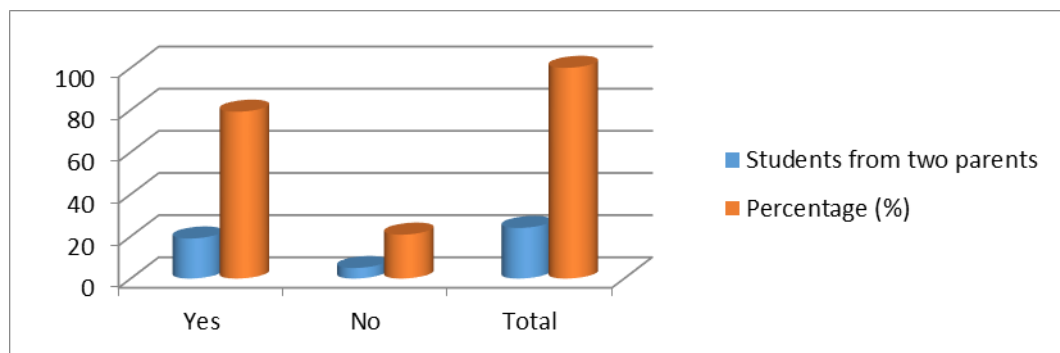
Availability of School Stationery to Students

Students responded to the questionnaire, which aimed to examine the availability of school stationeries among students from single mothers and students from dual parents; the researcher decided to produce findings on the availability of school stationery because they are a very important tool in studies. Findings show that 25% of students from single mothers have enough stationery. In comparison, 79.16% of students from dual parents have enough stationery, 75% of students from single mothers do not have enough stationery, and 20.83% of students from dual parents do not have enough stationery. The study recognized that students from dual parents have more stationery than students from single-mother parents; the scarcity of stationery contributes to poor class performance in groups of students from single mothers.

Students with Enough Stationery for School from Single Mothers



Students with Enough Stationery for School from Two Parents

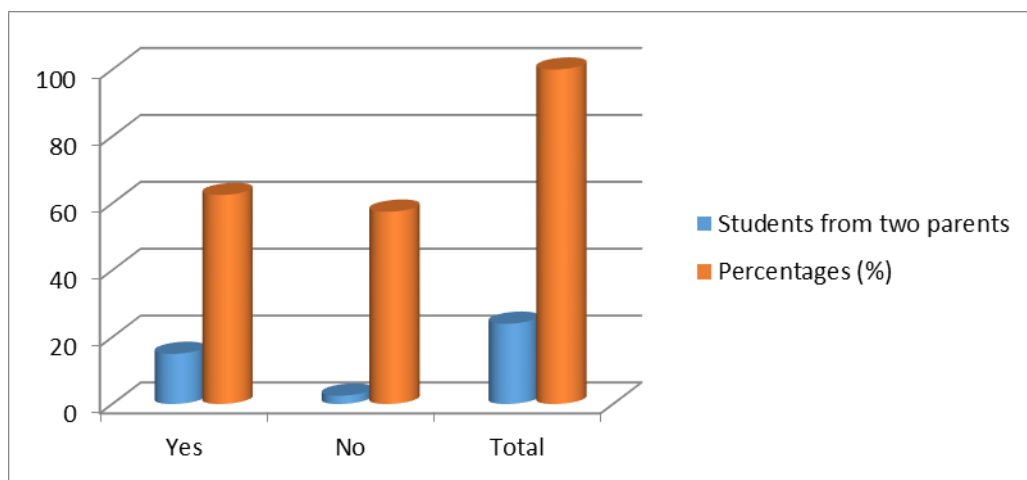


Access to Food at School

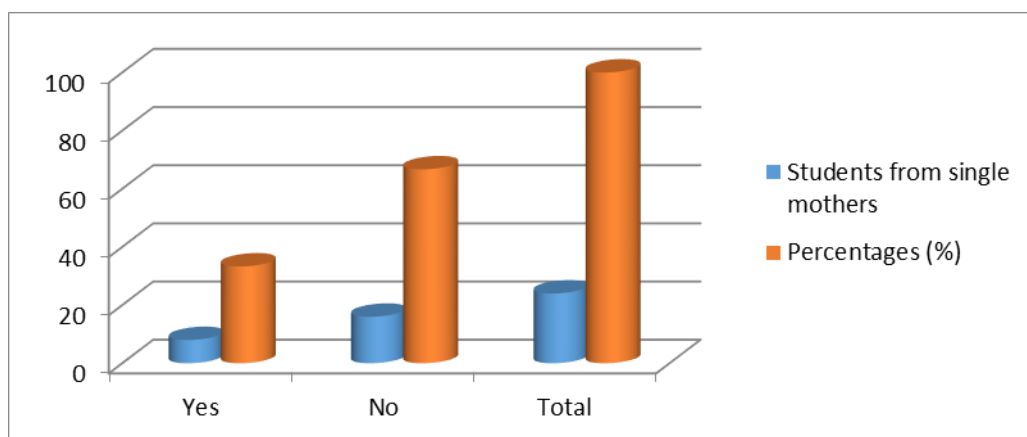
The researcher provided a questionnaire to 48 students from two groups: students from single mothers parent and dual parents. The question was tagged to examine the tendency of students to get food at school by contributing food. The results were about 33.33% of students from single mothers contributed food at school. In comparison, 62.5% of students from dual parents have contributed, 66.66% of students from single mothers haven't contributed food at school, and 37.5% of students from dual parents haven't contributed food. The study recognized that a

larger number of students from single-mother parents have poor food contribution at school than students from dual parents. Eating at school is meaningful to students because it is difficult to study when students are hungry.

Students Access of Food at School from two Parents



Students Access of Food at School from Single Parents



Discussion

In general, the result was about 50% of students from single mother scored an average of 10-35, while only 8.33% of students from dual parents scored an average of 10-35, and 4.16% of students from single-mother parents scored an average of 70-100 while 8.33% of students from dual parents scored 70-100. The study recognized that about 75% of students from single-mother parents do not have enough stationery. In comparison, 79.16% of students from dual parents have enough stationary, 66.66% of student from single mothers did not contributed food to school while 62.5% of students from dual parents contributed

Conclusion

Single mother parents recognized failure in supporting the academic performance of their children where 70.83% of single mothers fail to pay school expenses because the ability to pay school expenses creates confidence and conformability of students, 58.33% of single mothers fail to give their children pocket money for school, and 49 single mother reported to social workers to ask support of school expenses from stakeholders where this situation may cause intrapersonal conflict to student which may lead to school dropout.

Recommendation

Based on the findings, the researcher develops various recommendations.

The government of Tanzania should put effort into improving education for new generations who are going to be future parents; this is important because educated

parents provide academic assistance to children during the home period and are also able to assess the academic progress of children. Findings show that most parents have a primary education level where the parent's primary education level can't provide academic assistance and progressive assessment to students of secondary education.

Based on the findings, single parents are unable to pay school expenses such as food contributions, buying stationery and giving pocket money to the student; it recognizes that single mothers pass through material hardship until they fail to afford school accommodations for their children. The community should be informed about the poor economic condition of single mothers and make serious efforts to help them because to help single mothers is to help adolescents. The government should develop a policy that favors single mothers.

Suggested Research Gap

The study examined the effect of single-mothers to adolescent development especially in academic performance and behaviour development. The researcher suggested gap from this study that should examine the health effect of single mother parenting to adolescent or effect of single mother parenting in adult age.

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